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ABSTRACT

The 20th annual report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA) is divided into four sections organized around a model which views educational results as products of three sets of factors: the context and environment in which the education is provided, student characteristics, and school programs and services. Section 1, on context/environmental factors, contains background information on the setting within which special education services are provided to children and youth with disabilities. Changes to IDEA resulting from the IDEA Amendments of 1997 are presented and the implementation of state accountability systems are described. Section 2, on student characteristics, explores five groups of students: infants, toddlers, and preschoolers with disabilities served under IDEA; students ages 6 through 21 served under IDEA; the racial/ethnic composition of students with disabilities; gender as a factor in special education eligibility, services and results; and students with emotional disturbance. Section 3, on school programs and services, has five modules that examine some of the programs and services available within schools for students with disabilities and their families, including: (1) national trends in demand and shortage of special education teachers; (2) using Individualized Family Service Plans with preschoolers; (3) educational environment for students with disabilities; (4) funding for IDEA; and (5) state progress in the of interagency agreements. A fourth section, on student results, contains six modules that address: (1) standards-based reform and students with disabilities; (2) developing alternate assessments for students with disabilities; (3) secondary school completion for students with disabilities; (4) state improvement and monitoring; (5) performance indicators for special education; and (6) results for Regional Resource Centers' technical assistance to states. Extensive appendices provide

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datatables (child count, educational environments, personnel data, exiting data, population and enrollment data, financial data, and early intervention); summaries of state agency/federal evaluation studies; profiles of the program agenda; and activities of the regional resource centers. (Individual sections contain references.) (CR)

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Twentieth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

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U.S. Department of Education

1998

DISCRIMINATION PROHIBITED

No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

No otherwise qualified individual with disabilities in the United States shall, solely by reason of his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

EXECUTIVE SUMMARY

SECTION I

Context/Environment: This section contains background information on the setting within which special education services are provided to children and youth with disabilities. The first module in this section presents some of the changes to the Individuals with Disabilities Education Act resulting from the IDEA Amendments of 1997. The second module describes the implementation of State accountability systems.

Overview of the IDEA Amendments of 1997

- The IDEA Amendments of 1997 augment and strengthen the previous version of the Act. This module uses six principles as the framework around which education services are designed and provided to children with disabilities to describe the recent changes. These six principles are the availability of a free appropriate public education (FAPE), appropriate evaluation, development of an individualized education program (IEP), education provided in the least restrictive environment (LRE), parent and student participation in decision making, and procedural safeguards to protect the rights of parents and their child with a disability.

- The IDEA Amendments of 1997 add specific new requirements regarding the disciplining of students with disabilities. The law now specifically requires that FAPE must be made available to children who are suspended or expelled. State and local educational agencies (SEAs and LEAs) are responsible for ensuring that a student's IEP, with its goals and objectives, continues to be implemented in the LRE even though the child has been removed from school.

- The law includes a new competitive grant provision--the State Improvement Grants (SIGs). The majority of these grant funds must be spent for personnel development to fulfill the requirement for an adequate supply of qualified special education, regular education, and related services personnel.

- The law also addresses the issue of professional standards. Under the IDEA Amendments of 1997, States may allow the use of appropriately trained and supervised paraprofessionals and assistants to assist in the provision of special education and related services under certain conditions.

State Accountability Systems and Students with Disabilities

- The traditional model for general education accountability is based largely on inputs to the system. These input-oriented accountability systems are variously called accreditation, school improvement reviews, accountability reports, profiles, or district composite reports. Compliance reviews for specific categorical programs funded by either the Federal or State government also rely on inputs to the system.
- Traditional accountability in special education has been focused on compliance--on ensuring that districts were undertaking the appropriate procedures prescribed by Federal and State law in a timely fashion.
- The IDEA Amendments of 1997 shift accountability to focus on whether students are meeting the new standards, which involves shifting the orientation of accountability from inputs or processes to results and "raising the bar" on expectations for students with disabilities.
- States continue to struggle with establishing the correct mix of emphasis on accountability for process versus accountability for student results.
- Including students with disabilities in the general State accountability system extends their franchise in the general system but at no point exonerates a State from ensuring individual protections promulgated by IDEA.

SECTION II

Student Characteristics: This section contains five modules related to the characteristics of students served under IDEA and the Federal funding that States receive to serve these students.

Children Ages Birth Through Five Served Under IDEA

- Over the past 5 years, the number of infants and toddlers served under Part C has steadily increased from 145,179 on December 1, 1992, to 187,348 on December 1, 1996. The percentage of the population ages birth through 2 served under Part C rose slightly from 1.54 percent in 1995 to 1.65 percent in 1996.
- The most frequent setting in which infants and toddlers with disabilities received services was home (90,275 or 53 percent), followed by early intervention classroom (47,896 or 28 percent).
- Over the past 5 years, the number of children served under the IDEA Preschool Grants Program increased from 455,449 during the 1992-93 school year to 559,902 during the 1996-97 school year.
- During the 1995-96 school year, 51.6 percent of children ages 3-5 with disabilities were served in regular classes, approximately a 1 percent increase over the percentage served in regular classes during the previous year.

Students Ages 6 Through 21 Served Under IDEA

- Over the past few years, the number of school-age students with disabilities served has increased at a higher rate than the general school enrollment.
- Over the past 10 years, the number of students ages 6-11 with disabilities served increased 25.3 percent, the number of students ages 12-17 with disabilities increased 30.7 percent, and the number of students ages 18-21 with disabilities increased 14.7 percent.
- More than 90 percent of the school-age students served under IDEA in 1996-97 were classified in one of four disability categories: learning disabilities (51.1 percent or 2,676,299 children), speech or language impairments (20.1 percent or 1,050,975 children), mental retardation (11.4 percent or 594,025 children), and emotional disturbance (8.6 percent or 447,426 children).

- The distribution of students by disability varies across age groups. Specific learning disabilities is the largest single category for each of the three age groups, accounting for 41.2 percent of students ages 6-11, 62.3 percent of students ages 12-17, and 51.7 percent of students ages 18-21.

The Racial/Ethnic Composition of Students with Disabilities

- The disproportionate representation of racial and ethnic minorities in special education is a highly complex issue because it is difficult to isolate the effects of poverty, limited English proficiency, residence in inner cities, and race/ethnicity on special education eligibility.
- Discrepancies in disability prevalence and service provision across racial/ethnic categories are most apparent in the mental retardation category.
- The race/ethnicity data now required under the IDEA Amendments of 1997 will better enable Congress and OSEP to monitor the disproportionate representation of racial and ethnic minorities in special education and dropout rates for minority youth.

Gender as a Factor in Special Education Eligibility, Services, and Results

- Although males and females comprise equal proportions of the school-aged population, males account for approximately two-thirds of all students served in special education.
- The disproportionate representation of males in special education seems greatest in the learning disability and emotional disturbance categories, which are often considered the disability categories with the most broadly defined eligibility criteria.
- Once students are identified as eligible for special education, the services they receive do not differ greatly by gender, and teachers appear to consider an individual student when selecting instructional techniques.
- Overall, girls with and without disabilities had better in-school results than boys with and without disabilities. However, despite their better academic performance, females with disabilities have less positive

postschool results than their male peers. They are less likely to be employed, have lower wages, and are less likely to enroll in postsecondary education or training.

Students with Emotional Disturbance

- In comparison with other students, both with and without disabilities, children with emotional disturbance are more likely to be male, African American, and economically disadvantaged.
- The majority of students with emotional disturbance continue to receive most of their services in environments that separate them from students who do not have emotional disturbance. Although some students can succeed in regular classes, research suggests that many of these students and their teachers do not currently receive the supports that they need to succeed in regular class placements.
- Students with emotional disturbance fail more courses, earn lower grade point averages, miss more days of school, and are retained at grade more than students with other disabilities. Fifty-five percent leave school before graduating.
- OSEP-supported research projects have helped pinpoint problem areas in these students' development and have made significant contributions to the development of promising approaches to early intervention and school discipline. OSEP currently funds projects that focus on prevention, positive approaches to learning, cultural competence, and assessment of children with emotional disturbance.
- In fiscal year (FY) 1998, *The National Agenda for Improving Results of Children and Youth with Serious Emotional Disturbance* became a Focus Area under OSEP's Model/Demonstration priority, and three new awards were granted to support comprehensive services in conformance with the seven target areas of the Agenda.

SECTION III

School Programs and Services: This section contains five modules that examine some of the programs and services available within schools for children and youth with disabilities and their families.

Special Education Teachers: National Trends in Demand and Shortage

- Statistics from OSEP's Data Analysis System (DANS) provide convincing evidence of a national substantial chronic shortage of special education teachers who are fully certified in their positions.

- There has been dramatic growth in the number of total teaching positions nationally for students ages 3-5 with disabilities. From 1987-88 to 1995-96, demand increased by more than 100 percent from about 13,000 to about 27,000 teachers.

- In contrast with the rapid growth in teacher demand for students ages 3-5, the growth in the number of total teaching positions nationally for students ages 6-21 with disabilities has been gradual. From 1987-88 to 1995-96, demand increased by 15 percent from about 284,000 to about 328,000 teachers.

- Teaching positions in special and general education expanded by comparable percentages from 1987-88 to 1995-96; therefore, the serious chronic shortage of teachers in special education cannot be attributed to extraordinarily rapid expansion of teaching positions in contrast with general education. Evidence suggests that the number of graduates in special education teacher preparation programs is much too low to satisfy the need for fully certified special education teachers.

Using IFSPs with Preschoolers

- Twenty-five States either have a statewide policy for using individualized family service plans (IFSPs) with preschoolers (3 States) or allow IFSPs as a local option with children ages 3-5 who are eligible for special education services (22 States). Sixteen of these States have adopted guidelines, standards, or regulations for IFSP development or transition from an IFSP to an IEP.

- A National Association of State Directors of Special Education (NASDSE) study found two main factors that promote the successful use of IFSPs with preschoolers: family preference for using an IFSP and State and local support for the use of IFSPs.

- The NASDSE study also described barriers to the implementation of IFSPs with preschoolers. These include agency differences in eligibility rules and requirements, resistance to change, and the cost associated with using IFSPs with preschoolers.

Educational Environments for Students with Disabilities

- There has been gradual progress in serving larger percentages of students with disabilities in regular class environments and regular schools.

- In 1995-96, more than 95 percent of students with disabilities ages 6-21 attended schools with their nondisabled peers. Approximately 46 percent were removed from their regular classes for less than 21 percent of the day; about 29 percent received special education and related services outside regular classes for 21-60 percent of the day; and 22 percent were served outside of the regular classroom for more than 60 percent of the day.

- The environments in which students with disabilities received services varied by disability and age. Progress in serving students in more inclusive settings has also varied from State to State.

- Factors affecting the extent to which students are served with nondisabled peers include statewide student achievement, population density, per capita income, human services expenditures per capita, and expenditures per pupil.

Funding for IDEA

- Under the IDEA Amendments of 1997, in the next FY after the Federal appropriation for Part B, Section 611 reaches approximately $4.9 billion, the previous year's allocation will become the base allocation for States; 85 percent of additional funds above the base will be allocated based on population in the age ranges for which States mandate services, and 15 percent will be based on the number of children in the State living in poverty in those age ranges.

- A NASDSE survey found that although in FY 1994 more than $7.6 million was distributed nationally to States through OSEP-sponsored competitive grants for personnel preparation, 43 States allocated $29.7 million of their set-aside for Comprehensive System of Personnel Development activities.

- The IDEA Amendments of 1997 freeze the State set-aside at FY 1997 levels, plus either an adjustment for inflation or the percentage increase in the State IDEA allocation, whichever is lower.

- Part B funding to States increased by 34 percent ($785,558) from 1996 to 1997, the largest 1-year increase in the history of the program.

State Progress in Use of Interagency Agreements

- Over the past 20 years, States have been working toward interagency collaboration to provide more comprehensive, cost-effective, and streamlined services to children with disabilities. Recent reauthorizations of IDEA have increasingly required that interagency collaboration be used to strengthen special education services.

- Interagency agreements cover a spectrum of services to school-aged students with disabilities, including school-to-work transition activities and data sharing, improving services to children in juvenile treatment centers, creating coordinated early intervention and preschool services, expanding health services access for Medicaid eligible children, and collaborating on multi-agency personnel development.

- Building on a history of interagency cooperation, SEAs, vocational education agencies, and vocational rehabilitation programs are in the process of renewing their service systems to provide youth with disabilities a smoother transition into postschool activities.

SECTION IV

Results: The six modules in this section describe some of the reforms, alternate assessments, and results for students with disabilities; OSEP's State monitoring program; OSEP's response to the Government Performance and Results Act; and the efforts of the Federal and Regional Resource Centers to improve results.

Standards-Based Reform and Students with Disabilities

- Standards-based reform encompasses four concepts: high standards, accountability, implementation of consequences as part of the accountability system, and renewed reliance on the use of assessments to measure the performance of students and their progress toward meeting standards.

- Although the use of statewide assessments as part of educational accountability systems is widespread, the specifics of the assessments are extremely variable from one State to the next. Most States administer assessments in grades 4, 8, and 11, and the subjects most frequently covered are mathematics, language arts, and writing, with science and social studies close behind.

- Currently, there is a tremendous amount of State activity related to assessments, which means that the characteristics of State assessment systems change frequently.

- In December 1997, the Department of Education was sponsoring 19 assessment-related projects. Eight of these projects were funded through the Office of Special Education Programs; eight were funded by the Office of Educational Research and Improvement. The remaining studies included a project exploring ways to increase the number of students with disabilities and limited English proficiency who participate in the National Assessment of Educational Progress (NAEP); National Center for Educational Statistics research that addresses students with disabilities and students with limited English proficiency; and a study by the National Center on Educational Outcomes that focuses on educational results for all students.

Developing Alternate Assessments for Students with Disabilities

- Although many students with disabilities currently participate in large-scale assessments, the challenge is to develop rigorous, alternate assessments for students with significant disabilities that are based on standards relevant to their postschool needs.
- There are three predominant types of large-scale assessment for students with disabilities: general assessments, general assessments with accommodations, and alternate assessments.
- Participation in alternate assessments should be used cautiously because the majority of students with disabilities can participate in large-scale assessments.
- Kentucky's Alternate Portfolio and Maryland's Independence Mastery Assessment Program are examples of alternate assessment systems for the small percentage of students who cannot participate in regular assessments.

Secondary School Completion for Students with Disabilities

- Students with disabilities who complete high school are more likely to be employed, earn higher wages, and enroll in postsecondary education and training.
- Graduation rates vary by disability. Students with speech and language impairments, specific learning disabilities, hearing impairments, and visual impairments were most likely to graduate with a diploma or certificate.
- The percentage of students with disabilities who complete high school with a diploma or certificate also varies considerably by State. In 1995-96, 151,222 students ages 17-21 with disabilities graduated with a diploma or certificate. This figure represented 29 percent of all students with disabilities and 74 percent of those exiting the system.
- State economic, demographic, and educational variables apparently affect graduation rates, but in complex and inconsistent ways.

State Improvement and Monitoring

- In working with States to ensure compliance and improved results for students with disabilities, OSEP emphasizes partnerships and technical assistance, together with a strong accountability system.

- To ensure a strong accountability system, OSEP has emphasized strong and diverse customer input in the monitoring process; effective methods for ensuring compliance with Part B, with strongest emphasis on requirements that relate most directly to continuous improvement in learner results; prompt identification and correction of deficiencies; and corrective action requirements and strategies that yield improved access and results for students.

- OSEP focused its monitoring efforts during the first half of the 1997-98 school year on working with a broad spectrum of stakeholders to ensure timely implementation of the new requirements in a manner which would support improved results for students and educational reform.

Performance Indicators for Parts B, C, and D

- To meet the mandate of the Government Performance and Results Act of 1993, OSEP developed a strategic plan based on the IDEA Amendments of 1997, OSEP's primary vehicle for improving results for children and youth with disabilities. OSEP developed a series of program logic models with goals, objectives, and performance indicators for the IDEA Amendments of 1997 as a whole, as well as for Parts B, C, and D independently.

- A primary objective of Part B is to improve educational results for children and youth with disabilities. An indicator of progress in this area is to increase the percentage of children with disabilities who are proficient in reading, math, and other academic subjects, based on measures such as State assessments and the National Assessment of Educational Progress.

- One of OSEP's strategies for reaching the Part C objective of identifying all eligible children is to work with the Federal Interagency Coordinating Council to develop ways to coordinate Child Find efforts for Federal programs serving similar populations.

- The primary goal of the Part D discretionary programs is to build a comprehensive and systematic infrastructure that is linked to States, school systems, and families and that identifies, develops, and communicates best practices to improve results for children with disabilities.

Results From RRC Technical Assistance to States

- RRCs help State educational agencies improve their systems of early intervention, special education, and transition services through the development and implementation of policies, programs, and practices to enhance educational results for children and youth with disabilities.
- As a result of an ongoing work group, information exchanges, and conferences, States are better able to implement systems for ensuring compliance that have a direct effect on the services available to children with disabilities and the results they achieve.
- The RRFC Network, its member Centers, and its major collaborator in the domain of assessment and accountability, the National Center for Educational Outcomes, have worked together to develop research, disseminate best practices, provide technical assistance, and facilitate collaborative efforts linking general and special education personnel, parents, and other stakeholders.

INTRODUCTION

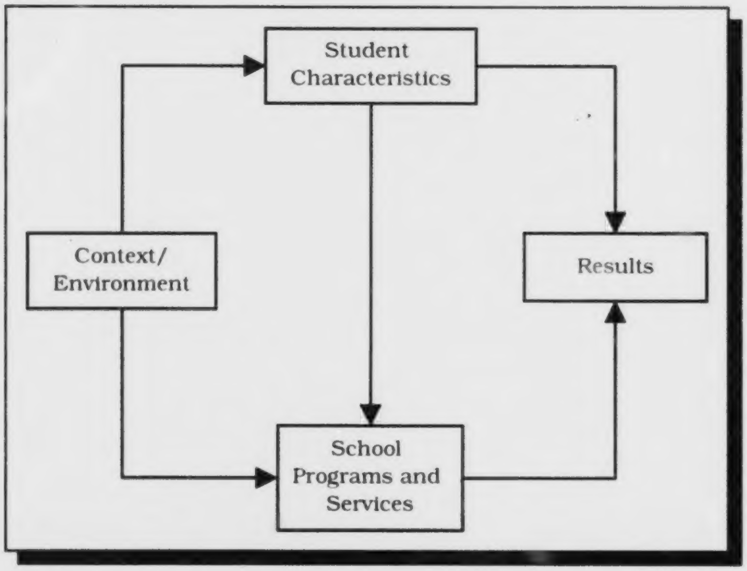
The *20th Annual Report to Congress* was written immediately after the reauthorization of the Individuals with Disabilities Education Act (IDEA). This report reflects the greater emphasis the IDEA Amendments of 1997 place on measurable results, through improved accountability and data collection efforts. It also discusses school reform efforts that have been under way for several years. These changes are taking place at the national, State, and local levels and should result in positive changes for infants, toddlers, children, and youth with disabilities.

This annual report highlights many of the recent changes in the legislation and also builds upon the information contained in the *19th Annual Report*. It retains the overall structure (described below) that was first used in the *19th Annual Report*. To assist the reader, the two reports have been cross-referenced where appropriate.

The report is divided into four sections, each representing one part of a conceptual framework (see figure 1). In this model, educational results for students with disabilities are envisioned as the product of three sets of factors: the context and environment in which education is provided, the characteristics of students, such as disability, race, gender, or poverty, and the school programs and services which they receive. As shown in the model, contextual/environmental factors are directly linked to student characteristics and to school programs and services. However, there is also a direct link between student characteristics and school programs and services. All three of these inputs influence the output, educational results for students.

Within each section of this report are a number of discrete modules that address current issues, highlight trends in data, and/or describe OSEP-sponsored projects (see figure 2). Writers of the modules included OSEP personnel and staff from OSEP-funded research and technical assistance projects.

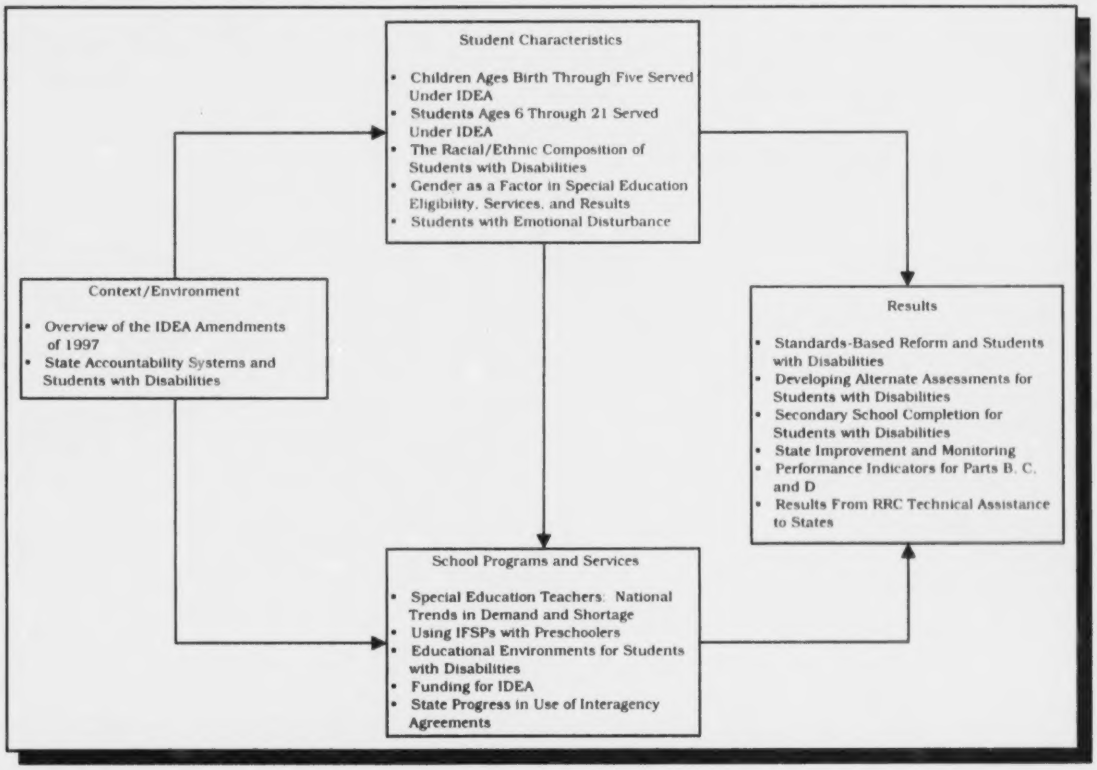
Figure 1
Conceptual Framework of Results for Children and Youth with Disabilities



The intent of the first section, Context/Environment, is to identify selected major societal and educational forces that affect delivery of services to children with disabilities. In this section, two overviews are provided. The first module highlights the changes in IDEA based on its reauthorization in June 1997. The second module contains an overview of State accountability systems with regard to students with disabilities. More information on accountability systems is included in the Results section.

The second section, Student Characteristics, contains five modules that focus on the students served under IDEA. The modules in this section highlight State-reported data and changes in IDEA for children ages birth through 5 and students ages 6 through 21 served under the program.

Figure 2
Issues Addressed in This Report


Student Characteristics
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The Racial/Ethnic Composition of Students with Disabilities
Gender as a Factor in Special Education Eligibility, Services, and Results
Students with Emotional Disturbance
Context/Environment
Overview of the IDEA Amendments of 1997
State Accountability Systems and Students with Disabilities
Results
Standards-Based Reform and Students with Disabilities
Developing Alternate Assessments for Students with Disabilities
Secondary School Completion for Students with Disabilities
State Improvement and Monitoring
Performance Indicators for Parts B, C, and D
Results From RRC Technical Assistance to States
School Programs and Services
Special Education Teachers: National Trends in Demand and Shortage
Using IFSPs with Preschoolers
Educational Environments for Students with Disabilities
Funding for IDEA
State Progress in Use of Interagency Agreements

Also included in this section is the racial/ethnic composition of students with disabilities and gender as factors in special education eligibility, services, and results. Finally, in this section, the needs of children and youth with emotional and behavioral problems are addressed.

There are five modules in the third section, School Programs and Services. The first module discusses national trends over the past 9 years related to special education teacher demands and shortages. The second module highlights the factors that support or impede the use of IFSPs with preschoolers. The third module reports data on educational environments for school-age children. In the fourth module, the status of the Part B funds, the new funding formulas set forth in the IDEA Amendments of 1997 for students ages 6

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through 21, and the Preschool Grants Program are described, and highlights of a National Association of State Directors of Special Education survey on State usage of set-aside funds are reported. The fifth module describes the increase in use of interagency agreements to promote collaboration among agencies that serve students with disabilities.

The fourth section brings together all the components of the model by emphasizing national results in the field of special education. The standards-based reform movement is being implemented within the educational system, and special education is playing an increased role in these efforts. The first module describes the concept of standards-based reform and its implementation by States. The second module continues this discussion by describing State efforts in developing alternate assessments for students with disabilities. The third module presents data on secondary school completion for students with disabilities. The remaining three modules describe Federal efforts to ensure that IDEA is fully implemented. They are: OSEP-conducted State improvement and monitoring efforts, development of performance indicators for Parts B, C, and D of IDEA, and efforts of Federal and Regional Resource Centers to assist States in the implementation of the IDEA Amendments of 1997.

The modules in each of the four sections cover a wide range of topics that describe challenges and achievements in serving students with disabilities. Taken as a whole, the *20th Annual Report to Congress* provides an overview of important issues affecting education for students with disabilities today.

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Modules

1. *Overview of the IDEA Amendments of 1997*
2. *State Accountability Systems and Students with Disabilities*

SECTION I

CONTEXT/ ENVIRONMENT

BEST COPY AVAILABLE

Overview of the IDEA Amendments of 1997[1]

In June 1997, the Individuals with Disabilities Education Act (IDEA) was amended by Public Law 105-17, the IDEA Amendments of 1997. This is the fifth set of amendments to the Act. Over the years, IDEA has fostered significant changes in the lives of children with disabilities and their families and in the roles of schools and teachers in the education of children with disabilities.

PURPOSE: To present a review of changes in IDEA resulting from the 1997 amendments to the law that were enacted to help ensure better results for students with disabilities and their families.

The basic tenets of IDEA have remained intact since the original passage of the law in 1975. However, each set of amendments has strengthened the original law. The IDEA Amendments of 1997 retain much of the previous version of the law but had some important revisions. This module does not attempt to provide a detailed explanation of all the changes to the Act; rather, it provides an overview of some areas in which the legislation has changed.

Many of the other modules in this annual report also provide specific information on the changes in the law. The complete text of the revised law can be obtained on-line at http://www.ed.gov/offices/OSERS/IDEA (case sensitive) or http://www.lrp.com/ed.

The Six Principles of IDEA

One way to conceptualize IDEA is to define six principles that provide the framework around which education services are designed and provided to students with disabilities. They are:

- free appropriate public education (FAPE);

---

[1] This module is, in part, based on an Office of Special Education Programs (OSEP)-sponsored project from the National Information Center for Children and Youth with Disabilities (NICHCY) and the Federal Resource Center for Special Education (FRC). Information from a two-volume notebook of training materials titled *The Individuals with Disabilities Education Act Amendments of 1997: Curriculum and Overheads* was used to write this module.

- appropriate evaluation;
- individualized education program (IEP);
- least restrictive environment (LRE);
- parent and student participation in decision making; and
- procedural safeguards.

The changes in the law will be examined within the framework of these six guiding principles.

FAPE

The IDEA Amendments of 1997 retain the original provisions of FAPE but added two new provisions. Thus, the law still requires that students with disabilities have available to them a "free appropriate public education," meaning special education and related services that:

> "(A) have been provided at public expense, under public supervision and direction, and without charge;
>
> (B) meet the standards of the State educational agency;
>
> (C) include an appropriate preschool, elementary, or secondary school education in the State involved; and
>
> (D) are provided in conformity with the individualized education program required under section 614(d)." (§602(8))

The law now also specifically requires that FAPE must be made available to children who are suspended or expelled. State educational agencies (SEAs) and local educational agencies (LEAs) are responsible for ensuring that a student's IEP with its goals and objectives continues to be implemented in the least restrictive environment even though the child has been removed from the school. (A further review of the new discipline requirements is given in the procedural safeguards section of this overview.)

The IDEA Amendments of 1997 also place limitations on the States' obligation to serve students with disabilities in prison. Federal law does not require States to provide FAPE to individuals ages 18 through 21 who, before their incarceration in an adult correctional facility, were not considered as having a disability--that is, they had not been identified as having a disability under IDEA or did not have an IEP in place prior to incarceration.

Definitions Included in FAPE. Key terms in the FAPE provision are "special education and related services." The IDEA Amendments of 1997 maintain the definition of special education. The definition of related services was also virtually unchanged; however, "orientation and mobility services" was added to the nonexhaustive statutory list of related services. Orientation and mobility services are designed to aid students who are blind or have other visual impairments.

FAPE and the General Curriculum. What determines an appropriate education was emphasized in the IDEA Amendments of 1997. The language requiring an evaluation was strengthened (see "Appropriate Evaluation" in this module), and evaluations must include information relevant to a student's participation in the general curriculum (§614(b)(2)).

Comprehensive System of Personnel Development (CSPD) and State Improvement Plans (SIPs). The providers of services under IDEA must be effectively prepared in their knowledge, skills, and attitudes. The IDEA Amendments of 1997 include a new competitive grant provision--the State Improvement Grants (SIGs). The majority of these grant funds must be spent for personnel development. To compete for an SIG, a State must submit a State Improvement Plan. A State's CSPD must be designed to ensure an adequate supply of qualified special education, general education, and related services personnel that meets the requirements for a SIP relating to personnel development in subsections (b)(2)(B) and (c)(3)(D) of Section 653 of the Act. In addition, capacity-building is now promoted at the local level. Adoption of promising practices is actively conducted through the SIPs and through subgrants to LEAs for capacity building and improvement (§611(f)(4)).

The new law added provisions to the CSPD, including:

- a State must have in effect a CSPD that meets the requirements of the SIP; and
- personnel must meet the requirements specified in the State's SIP.

The SIP is a powerful tool for States to use to improve their systems and to equip staff with the necessary knowledge to improve results for students with disabilities. Under the IDEA Amendments of 1997, to the maximum extent possible, the SIP must be integrated with State plans under the Elementary and Secondary Education Act of 1965 (ESEA) and the Rehabilitation Act of 1973, as appropriate. SIGs are awarded on a competitive basis after peer review, and the IDEA Amendments of 1997 set guidelines on how the funds may be used.

Professional Standards. Prior to the IDEA Amendments of 1997, each State was required to (a) ensure that personnel were appropriately and adequately trained; (b) establish and maintain professional standards that its personnel had to meet; and (c) specify the steps that it intended to take to retrain or hire personnel who did meet State standards, when current personnel did not meet the highest State standard for a specific profession or discipline. The IDEA Amendments of 1997 add two new provisions:

- States may allow the use of paraprofessionals and assistants to assist in the provision of special education and related services under certain conditions. Paraprofessionals and assistants must be appropriately trained and supervised.

- States may adopt a policy that requires LEAs to make an ongoing good faith effort to recruit and hire appropriately and adequately trained personnel to provide special education and related services. Such a policy may include that where there are shortages of qualified personnel, the recruitment and hiring of the most qualified persons available is allowed, provided that those persons who are hired are making satisfactory progress toward completing applicable course work and will in 3 years complete the courses to meet State standards.

Appropriate Evaluation

As in previous versions of the law, the IDEA Amendments of 1997 require that before a student can receive special education and related services for the first time, he or she must receive a "full and individual initial evaluation." The law also requires:

- parental consent for the initial evaluation;
- a nondiscriminatory evaluation;
- evaluation by a team in all areas of suspected disability;
- not using any single procedure to determine that a child is a child with a disability or to determine the child's educational program;
- testing in the native language or mode of communication of the child, unless it is clearly not feasible to do so; and
- that LEAs conduct reevaluations for each child with a disability if "conditions warrant a reevaluation or if the child's parents or teacher requests a reevaluation, but at least once every 3 years . . . ." (§614(a)(2)(A)).

The IDEA Amendments of 1997 amend certain aspects of the evaluation process and moved all of the provisions related to evaluation and reevaluation to one place in the law. (See Section 614) The changes in the evaluation provisions are described below.

The Part B definition of a child with a disability was expanded to include, at the discretion of the SEA and LEA, children between the ages of 3 and 9 who are--

> "(i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and
>
> (ii) who, by reasons thereof, needs special education and related services." (§602(3))

Previously, use of the term developmental disabilities was limited to children ages birth through 5. According to the Committee on Labor and Human Resources Report, "use of 'developmental delay' as part of a unified approach will allow the special education and related services to be directly related to the child's needs and prevent locking the child into an eligibility category which may be inappropriate or incorrect . . . ." (pp. 6-7)

Other changes to the evaluation provisions include codification of the policy that assessment tools and strategies provide information that is instructionally useful, emphasis on participation in the general curriculum, and reduction of the paperwork burden.

The evaluation process has also been strengthened. The law now requires that a parent be included as part of the team that determines eligibility. Specifically, the evaluation process includes collecting "information provided by the parent" (§614(b)(2)(A)), reviewing existing evaluation data, including "evaluations and information provided by parents" (§614(c)(1)(A)), and requires that the "determination of whether the child is a 'child with a disability' . . . shall be made by a team of qualified professionals and the parent of the child . . . ." (§614(b)(4)(A))

Inclusion in State and Districtwide Assessment.[2] One of the far-reaching changes to IDEA is its alignment with recent educational reform legislation, including The Goals 2000: Educate America Act, the Improving America's Schools Act (IASA), and the School to Work Opportunities Act. The IDEA Amendments of 1997 require that:

> "(A) IN GENERAL.--Children with disabilities are included in general and district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the State or local educational agency--
>
> > (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs; and
> >
> > (ii) develops and, beginning no later than July 1, 2000, conducts those alternate assessments.
>
> (B) REPORTS.--The State educational agency makes available to the public, and reports to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following:
>
> > (i) the number of children with disabilities participating in regular assessments.
> >
> > (ii) the number of those children participating in alternate assessments.
> >
> > (iii)(I) The performance of those children on regular assessments (beginning no later than July 1, 1998) and on alternate assessments (no later than July 1, 2000), if doing so would be statistically sound and

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[2] For in-depth discussions of the changes in law related to the inclusion of students with disabilities in the assessment process, please see in Section I the module titled "State Accountability Systems and Students with Disabilities," and in Section IV the modules titled "Standards-Based Reform and Students with Disabilities" and "Developing Alternate Assessments for Students with Disabilities."

> would not result in the disclosure of performance results identifiable to individual children.
>
> (II) Data relating to the performance of children described under subclause (I) shall be disaggregated--(aa) for assessments conducted after July 1, 1998; and (bb) for assessments conducted before July 1, 1998, if the State is required to disaggregate such data prior to July 1 1998." (§612(a)(17))

Performance Goals and Indicators.[3] In addition to requiring that States include students with disabilities in assessment procedures, the IDEA Amendments of 1997 require States to establish performance goals for children with disabilities and to establish performance indicators to judge their progress toward these goals. States had until July 1, 1998, to establish:

- appropriate performance goals for students with disabilities that "are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State;" and
- "performance indicators the State will use to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates, and graduation rates." (§612(a)(16))

Individualized Education Programs (IEPs)

IDEA requires that an IEP be written for each student with a disability receiving special education and related services. The IDEA Amendments of 1997 incorporate some new requirements pertaining to IEPs and move all provisions related to the IEP to Section 614(d). These went into effect on July 1, 1998.

---

[3] Section IV contains a module titled "Performance Indicators for Parts B, C, and D." This module gives a detailed description of OSEP's response to the Government Performance and Results Act of 1993 (GPRA).

The section begins by defining the term "Individualized Education Program":

> "The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section. . . ." (§614(d)(1)(A))

Below is a summary of the provisions that modified the IEP in the IDEA Amendments of 1997.

Statement of the Child's Present Levels of Educational Performance. The IEP must state how the child with a disability is currently doing at school, emphasizing the child's strengths and weaknesses and areas that need to be addressed. The information is drawn from recent evaluations, observations, and inputs from parents and school personnel. A new area of emphasis in the IDEA Amendments of 1997 is "how the child's disability affects the child's involvement and progress in the general curriculum." (§614(d)(1)(A)(i)(I))

Statement of Measurable Annual Goals, Including Benchmarks or Short-Term Objectives. This section focuses on the IEP team's recommended educational goals that are appropriate for the student. The goals must be annual and measurable and include benchmarks or short-term objectives, and relate to "meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and meeting each of the child's other educational needs that result from the child's disability . . . ." (§614(d)(1)(A)(ii)(I) and (II))

Statement of Special Education and Related Services. Given the child's strengths, needs, and annual goals, the IEP considers the special education and related services necessary to accomplish those goals. Again, the IDEA Amendments of 1997 emphasize services necessary to enable the child to be part of the general curriculum. In fact, the IEP must include "an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class . . . ."

(§614(d)(1)(A)(iv)) Also, the IDEA Amendments of 1997 include a definition of "Supplementary Aids and Services." "Supplementary aids and services" means "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with section 612(a)(5) [The 1997 Amendments, provision on LRE]." (§602(29))

Statement of Any Individual Modifications in the Administration of State or Districtwide Assessment of Student Achievement.[4] The IDEA Amendments of 1997 require that students with disabilities be included in the assessment process. Modifications or adaptations must be given where appropriate. If the IEP team determines that a child will not participate in a particular State or local assessment, or any part of that assessment, then a statement of "why that assessment is not appropriate for the child and how that child will be assessed" must be included. (§614(d)(1)(A)(v)(II)(aa) and (bb))

Dates, Frequency, Location, and Duration of Services. Each student's IEP must include when the student's special education and related services will begin, how long they will go on (duration), how often they will be provided (frequency), and where they will take place (location). The location provision is new in the IDEA Amendments of 1997. (§614(d)(1)(A)(vi))

Transition Services. The requirement to provide youth with disabilities transition services was retained from the prior law. However, two new requirements were added. First, IEPs must include,

> "beginning at age 14, and updated annually, a statement of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's course of study (such as partici-

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[4] For more on this topic, please see the modules titled "State Accountability Systems and Students with Disabilities" in Section I and "Standards-Based Reform and Students with Disabilities" and "Developing Alternate Assessments for Students with Disabilities" in Section IV of this report.

> pation in advanced-placement courses or a vocational education program)." (§614(d)(1)(A)(vii)(I))

This requirement was designed to augment the existing requirement which states:

> "beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the child, including, when appropriate, a statement of the interagency responsibilities or any needed linkages . . . ." (§614(d)(1)(A)(vii)(II))

The second addition is that IEPs must include,

> "beginning at least one year before the child reaches the age of majority under State law, a statement that the child has been informed of his or her rights under this title, if any, that will transfer to the child on the age of reaching majority . . . ." (§614(d)(1)(A)(vii)(III))

Developing the IEP. The IDEA Amendments of 1997 maintain essentially the same process for developing an IEP. However, the new legislation increases the role general educators play on the IEP team, and related service personnel are specifically mentioned as being part of the IEP team, where appropriate, and at the discretion of the parent or school. New language was also added with regard to the responsibilities of the IEP team. Specifically, the law charged the IEP team to consider: (a) the strengths of the child and the concerns of the parents for enhancing the education of their child and (b) the results of the initial evaluation or most recent evaluation of the child. (§614(d)(3)(A))

In the process of developing the IEP, the IEP team must also consider "special factors," including:

> "(i) in the case of a child whose behavior impedes his or her learning or that of others, consider where appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;

(ii) in the case of a child with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP;

(iii) in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille is not appropriate for the child;

(iv) consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

(v) consider whether the child requires assistive technology devices and services." (§614(d)(3)(B))

Reviewing and Revising the IEP. The IDEA Amendments of 1997 emphasize that the IEP is to be reviewed annually or more frequently if needed to determine if goals are being met. The IEP must be revised, as appropriate, to address "any lack of expected progress toward the annual goals and in the general curriculum, where appropriate; the results of any reevaluation conducted under [§614]; information about the child provided to, or by, the parents . . . ; the child's anticipated needs; or other matters." (§614(d)(4)(A)) Also, as appropriate the regular education teacher must participate in the review and revision of the IEP. (§614(d)(4)(B))

Least Restrictive Environment

Since 1975, all eligible students must receive FAPE in the least restrictive environment possible. This means that the child must receive an appropriate education designed to meet his or her needs while being educated with nondisabled peers to the maximum extent appropriate. Specifically, the law requires each State to ensure that:

> "[t]o the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (§612(a)(5)(A)).

The IDEA Amendments of 1997 add two new provisions to strengthen this commitment:

> "(i) IN GENERAL.--If the State uses a funding mechanism by which the State distributes State funds on the basis of the type of setting in which a child is served, the funding mechanism does not result in placements that violate the requirements of subparagraph (A).
>
> (ii) ASSURANCE.--If the State does not have policies and procedures to ensure compliance with clause (i), the State shall provide an assurance that it will revise the funding mechanism as soon as feasible to ensure that such mechanism does not result in such placements." (§612(a)(5)(B))

These new provisions require that States do not set up funding mechanisms that violate the LRE requirement and that if a State has in place funding mechanisms that are in violation, they be revised as soon as possible. Furthermore, as described in the IEP section, supplementary aids and services were defined, as well as other components, such as student involvement in the general curriculum, the participation of students in State and districtwide assessment programs, and performance goals and indicators.

When students with disabilities are educated in the general education classroom, the possibility exists that a nondisabled child might benefit from the special education being provided to a child with a disability. In the past, schools were required to keep track of these incidental benefits. The new provision states:

> "(4) PERMISSIVE USE OF FUNDS.--Notwithstanding paragraph (2)(A) or section 612(a)(18)(B) (related to commingled funds), funds provided to the local educational agency under this part may be used for the following activities:
>
>> (A) SERVICES AND AIDS THAT ALSO BENEFIT NONDISABLED CHILDREN.--For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the individualized education program of the child, even if one or more nondisabled children benefit from such services." (§613(a)(4))

Parent and Student Participation

IDEA strongly encouraged the participation of and communication among all parties who have a vested interest in the education of students with disabilities. On the one hand, parents have always been important players in the special education process, and their involvement is crucial to successful results for students. On the other hand, the language inviting student participation has become stronger with the past two reauthorizations of IDEA, particularly in the area of transition.

Previous versions of IDEA stipulated that:

- Public agencies must notify parents when they propose or refuse to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child.

- Parents have the right to inspect and review any education records relating to their child that the public agency collects, maintains, or uses. In addition, they have the right to inspect and review all educational records with respect to the identification, evaluation, and educational placement of the child, and the provision of FAPE to the child.

- Parental consent is required before a child may be evaluated for the first time.

- Parents have the right to obtain an independent educational evaluation (IEE) of their child; under certain circumstances, this IEE may be at public expense. If the parents obtain an IEE at private expense, results of the evaluation must be considered by the public agency in any decision made with respect to the provision of FAPE to the child.

- Parents are members of the team that develops their child's IEP.

- Parental consent is required for a child's initial special educational placement.

- Parents have the right to challenge or appeal any decision related to the identification, evaluation, or placement of their child, or the provision of FAPE to their child.

The IDEA Amendments of 1997 define "parent" and provide procedural safeguards for infants, toddlers, and children so that they continue to receive services under the Act if the parent is unable to be located.

The definition of parent as it appears in the IDEA Amendments of 1997 is:

> "The term 'parent'--
> (A) includes a legal guardian; and
> (B) except as used in sections 615(b)(2) and 639(a)(5), includes an individual assigned under either of those sections to be a surrogate parent." (§602(19)).

Section 615(b) states the procedural safeguards established for Part B; Section 615(b)(2) requires "procedures to protect the rights of the child whenever the parents of the child are not known, the agency cannot, after reasonable efforts, locate the parents, or the child is a ward of the State, including the assignment of an individual (who shall not be an employee of the State educational agency, the local educational agency, or any other agency that is involved in the education or care of the child) to act as a surrogate for the parents . . . ."

Section 639(a) states the procedural safeguards established for Part C; Section 639(a)(5) requires

> "[p]rocedures to protect the rights of the infant or toddler whenever the parents of the infant or toddler are not known or cannot be found or the infant or toddler is a ward of the State, including the assignment of an individual (who shall not be an employee of the State lead agency or other State agency, and who shall not be any person, or any employee of a person, providing early intervention services to the infant or toddler or any family member of the infant or toddler) to act as a surrogate for the parents."

The IDEA Amendments of 1997 also add several new requirements in terms of parental involvement in their child's education. The following section contains verbatim text from the IDEA Amendments of 1997 related to parental rights and responsibilities.

Notification to the Public Agency by Parents Regarding Private School Placement. "LIMITATION ON REIMBURSEMENT.--The cost of reimbursement described in clause (ii) [regarding reimbursement for private school placement] may be reduced or denied if--(aa) at the most recent IEP meeting that the parents attended prior to the removal of the child from the public school, the parents did not inform the IEP Team that they were rejecting the placement proposed by the public agency to provide a free appropriate public education to their child, including stating their concerns and their intent to enroll their child in a private school at public expense; or (bb) 10 business days (including any holidays that occur on a business day) prior to the removal of the child from the public school, the parents did not give written notice to the public agency of the information described in division (aa); (II) if, prior to the parents' removal of the child from the public school, the public agency informed the parents, through the notice requirements described in section 615(b)(7), of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for such evaluation; or (III) upon a judicial finding of unreasonableness with respect to actions taken by the parents." (§612(a)(10)(C)(iii))

"EXCEPTION.--Notwithstanding the notice requirement in clause (iii)(I), the cost of reimbursement may not be reduced or denied for failure to provide such notice if--(I) the parent is illiterate and cannot write in English; (II) compliance with clause (iii)(I) would likely result in physical or emotional harm to the child; (III) the school prevented the parent from providing such notice; or (IV) the parents had not received notice, pursuant to section 615, of the notice requirement in clause (iii)(I)." (§612 (a)(10)(C)(iv))

Input During Evaluation. "CONDUCT OF EVALUATION.--In conducting the evaluation, the local educational agency shall--(A) use a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that may assist in determining whether the child is a child with a disability and the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities . . . ." (§614(b)(2))

Eligibility. "DETERMINATION OF ELIGIBILITY.--Upon completion of administration of tests and other evaluation materials--(A) the determination of whether the child is a child with a disability as defined in section 602(3) shall be made by a team of qualified professionals and the parent of the child in accordance with paragraph (5); and (B) a copy of the evaluation report and the documentation of determination of eligibility will be given to the parent." (§614(b)(4))

"SPECIAL RULE FOR ELIGIBILITY DETERMINATION.-- In making a determination of eligibility under paragraph (4)(A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is lack of instruction in reading or math or limited English proficiency." (§614(b)(5))

Reevaluation. "PARENTAL CONSENT.--Each local educational agency shall obtain informed parental consent, in accordance with subsection (a)(1)(C), prior to conducting any reevaluation of a child with a disability, except that such informed parent consent need not be obtained if the local educational agency can demonstrate that it had taken reasonable measures to obtain such consent and the child's parent has failed to respond." (§614(c)(3))

Receiving Progress Reports and Revising the IEP. The IEP must contain "a statement of-- . . . (II) how the child's parents will be regularly informed (by such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of--(aa) their child's progress toward the annual goals . . . ; and (bb) the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year." (§614(d)(1)(A)(viii))

Regarding the revision of IEPs, the LEA must "ensure that, subject to subparagraph (B), the IEP Team--(i) reviews the child's IEP periodically, but not less than annually to determine whether the annual goals for the child are being achieved; and (ii) revises the IEP as appropriate to address--(I) any lack of expected progress toward the annual goals and in the general curriculum, where appropriate; (II) the results of any reevaluation conducted under this section; (III) information about the child provided to, or by, the parents, as described in subsection (c)(1)(B); (IV) the child's anticipated needs; or (V) other matters." (§614(d)(4))

Placement. "EDUCATIONAL PLACEMENTS.--Each local educational agency or State educational agency shall ensure that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child." (§614(f))

Participation in All Meetings. The procedural safeguards under Part B of the IDEA Amendments of 1997 require:

> "an opportunity for the parents of a child with a disability . . . to participate in meetings with respect to identification, evaluation, and educational placement of a child, and the provision of a free appropriate public education to such child . . . ." (§615(b)(1))

Notification by Parents of Their Intent To File a Complaint. Any SEA, State agency, or LEA that receives Part B funds must institute "procedures that require the parent of a child with a disability, or the attorney representing the child, to provide notice (which shall remain confidential)--(A) to the State educational agency or local educational agency, as the case may be, in the complaint filed under paragraph (6); and (B) that shall include--(i) the name of the child, the address of the residence of the child, and the name of the school the child is attending; (ii) a description of the nature of the problem of the child relating to such proposed initiation or change, including facts relating to such problem; and (iii) a proposed resolution of the problem to the extent known and available to the parents at the time; . . ." (§615(b)(7))

Parent Involvement in Policy Making. Parents were also encouraged in many other ways in the legislation to be involved as partners with educators and policy makers. This included involvement at the national, State, and local levels.

At the national level, the IDEA Amendments of 1997 require the Department of Education to involve parents in activities related to the funding of grants in the areas of coordinated research, technical assistance, support and dissemination of information. Parents of children with disabilities must be included in the development of the comprehensive plan of activities for research grants, membership in the standing panel of experts to evaluate applications for grants and cooperative agreements, and membership in the peer review panels for particular competitions.

At the State level, parents are to be involved at two levels. First, they must be invited to participate on the State advisory panel that is set up "for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State." (§612(a)(21)) In fact, "the majority of members of the panel shall be individuals with disabilities or parents of children with disabilities." (§612(a)(21)(C)) Second, they must be invited partners with the SEA in developing and implementing the State program improvement grants. (§652(b))

Parents are also to be involved in decision making at the local level. Specifically, they are to be involved in school-based improvement plans that the LEAs may submit. These improvement plans are designed "to permit a public school within the jurisdiction of the local education agency to design, implement, and evaluate a school-based improvement plan . . . that is designed to improve educational and transitional results for all children with disabilities . . . in that public school." (§613(g)(1)) Membership of this panel must reflect the diversity of the community in which the public school is located and must include parents of children with disabilities who attend the school.

Students as Partners in Their Education. The law acknowledges that if students are to develop into independent, productive adults and become increasingly responsible for their behaviors and accomplishments, they need to acquire the skills that promote decision making. Therefore, new provisions (discussed in the IEP section of this module) regarding transition were added to the law.

Procedural Safeguards

The procedural safeguards were designed to protect the rights of parents and their children with disabilities, as well as give families and schools a mechanism for resolving disputes. Some of the safeguards remain essentially unchanged, while others have been revised or newly added. The following safeguards have remained intact:

- access to educational records: parents have the right to inspect and review all of their child's educational records;
- parents' right to obtain an IEE of their child;
- parents' right to request a due process hearing on any matter with respect to the identification, evaluation, or placement of their child, or the provision of FAPE;
- parents' right to have a due process hearing conducted by an impartial hearing officer;
- parents' right to appeal the initial hearing decision to the SEA, if the SEA did not conduct the hearing; and
- parents' right to bring civil action in an appropriate State or Federal court to appeal a final hearing decision.

Several procedures were modified and others were added. These will be discussed in the remainder of this section.

Prior Written Notice and the Procedural Safeguard Notice. Before the IDEA Amendments of 1997, prior written notice of procedural safeguards had to be given to parents before a public agency (a) proposed to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child or (b) refused to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE (34 CFR §300.505(a)(1)). The IDEA Amendments of 1997 changed this approach to informing parents of the procedural safeguards by trying to simplify the process. Now the full explanation of the law's procedural safeguards is provided via the "procedural safeguards notice" when:

- the child is initially referred for evaluation;
- parents are notified of an IEP meeting;
- the agency proposes to reevaluate the child; and
- upon registration of a due process complaint. (§615(d)(1))

At other times, parents are reminded of the availability of procedural safeguards through a document called "prior written notice." Prior written notice is to be given whenever the public agency proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child, and includes: "(1) a description of the action proposed or refused by the agency; (2) an explanation of why the agency proposes or refuses to take the action; (3) a description of any other options that the agency considered and the reasons why those options were rejected; (4) a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action; (5) a description of any other factors that are relevant to the agency's proposal or refusal; (6) a statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of the procedural safeguards can be obtained; and (7) sources for parents to obtain assistance in understanding the provisions of this part." (§615(c))

Mediation. Prior legislation permitted mediation to be used to resolve conflicts between schools and parents of a child with a disability. The IDEA Amendments of 1997 outline States' obligations for creating a mediation process in which parents and LEAs may voluntarily participate. States must ensure that the mediation process is voluntary on the part of parties, and that it is not used to deny or delay a parent's right to a due process hearing or to deny any other rights afforded under Part B of IDEA. Mediation must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques. A list of qualified mediators knowledgeable in laws and regulations relating to the provision of special education and related services must be maintained by the State, and the State must bear the cost of the mediation process. (§615(e))

Discipline. Specific requirements were added to the law regarding the discipline of children with disabilities. These requirements were based on a number of factors, including court cases, OSEP memoranda, and findings from OCR.

One of the basic tenets of the original law has become known as the "stay put" policy. This provision has served to prevent public agencies from unilaterally removing a child with a disability from his or her current educational placement and placing the child in another setting during administrative proceedings. The IDEA Amendments of 1997 carry forward this provision by stating:

> "Except as provided in subsection (k)(7) [placement during appeals], during the pendency of any proceedings conducted pursuant to this section, unless the State or local educational agency and the parents otherwise agree, the child shall remain in the then-current educational placement of such child . . . ." (§615(j))

The IDEA Amendments of 1997 add explicit new requirements regarding the discipline of students with disabilities who:

- violate a school rule or code of conduct subject to disciplinary action;
- carry a weapon to school or a school function under the jurisdiction of an SEA or LEA;
- knowingly possess or use illegal drugs or sell or solicit the sale of a controlled substance while at school or school function under the jurisdiction of an SEA or LEA; and

- if left in their current educational placement, are substantially likely to injure themselves or others.

Section 615(k) of the IDEA Amendments of 1997 divides the disciplinary process into 10 subsections. The following paragraphs briefly outline these disciplinary requirements.

The IDEA Amendments of 1997 clarify the authority of school personnel to take disciplinary action, including ordering a change in placement for a child with a disability--

> "(i) to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives would be applied to children without disabilities); and
>
> (ii) to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days if--
>
> > (I) the child carries a weapon to school or a school function . . . ; or
> > (II) the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function . . . ."
> > (§615(k)(1)(A))

Either before or not later than 10 days after taking the disciplinary action mentioned above, if the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the suspension, the agency must convene an IEP meeting to develop an assessment plan to address the behavior. If the child already has a behavioral assessment plan, the IEP team must review the plan and modify it as necessary. (§615(k)(1)(B))

The law expanded the authority of the hearing officer to place the child in an appropriate interim alternative educational setting for not more than 45 days. The hearing officer must determine that the public agency has demonstrated that maintaining the child in the current placement is substantially likely to result in injury to the child or others. In so determining, the hearing officer must consider the appropriateness of the current placement and whether the public agency has made a reasonable effort to minimize the risk of harm in the current placement, including the use of supplementary aids and services. (§615(k)(2))

Both of these new provisions refer to placing the child with a disability in a setting which will enable the child to continue to participate in the general curriculum and to continue to receive services and modifications described in the child's IEP and enable the child to meet the goals of the IEP. The placement must be determined by the IEP team. (§615(k)(3))

The relationship between the child's disability and the misconduct must be determined through a "manifestation determination review." The IEP team may determine that the behavior was not a manifestation of the child's disability. To consider the behavior subject to the disciplinary action, all relevant information, including evaluation and diagnostic results, including other relevant information supplied by the parents of the child, observations of the child, and the child's IEP placement must be reviewed in relation to the behavior subject to the disciplinary action. The IEP team must determine that the child's IEP and placement were appropriate and the supplementary aids and services and the behavior intervention strategies were provided consistent with the child's IEP and placement, the child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action, and the child's disability did not impair the ability of the child to control the behavior. (§615(k)(4)(C))

Under the IDEA Amendments of 1997, if it is determined that the misconduct was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities. However, schools must continue to provide FAPE to children with disabilities who have been suspended or expelled from school. (§615(k)(5)(A))

Parents have the right to appeal manifestation determinations. During the appeal, the "stay put" provision determines the child's placement during the appeal process. The LEA may request an expedited hearing if the school personnel maintain that it is dangerous for the child to be in the current placement. (§615(k)(6) and (7))

Also under the IDEA Amendments of 1997, a child who has not yet been found eligible for special education and who has violated any rule or code of conduct could assert the protections of the Act if the LEA had knowledge that the child had a disability before the behavior occurred. The IDEA Amendments of 1997 include a set of criteria to determine whether the LEA knew if the child had a disability. If the LEA did not have knowledge that a child has a disability, then the child may be subject to the same disciplinary actions as children without disabilities. However, if a request is made for an evaluation of a child during the time that the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. (§615(k)(8)(C))

The IDEA Amendments of 1997 make it clear that agencies are not prohibited from reporting a crime committed by a child with a disability to the appropriate authorities. Similarly, the law does not prevent State and judicial authorities from exercising their responsibilities. (§615(k)(9))

Finally, the IDEA Amendments of 1997 provide definitions for controlled substances, illegal drugs, substantial evidence, and weapons. These definitions are critical to the interpretation and implementation of these new provisions. (§615(k)(10))

Attorneys' Fees

The IDEA Amendments of 1997 clarify circumstances under which attorneys' fees can be collected and ensures that a fair cost standard is imposed. The legislation prohibits attorneys' fees and related costs for (a) an IEP meeting, except if ordered by an administrative proceeding or judicial action, or (b) at the discretion of the State for a mediation that is conducted prior to filing a complaint. The legislation also outlines certain circumstances when attorneys' fees must be reduced. (§615(i)(3))

Conclusions

Historically, IDEA has been a strong civil rights statute. As shown throughout this module, the IDEA Amendments of 1997 build upon previous versions of IDEA to provide children with disabilities and their families with a comprehensive set of rights and responsibilities. The new law also strengthens the responsibilities of SEAs and LEAs. IDEA tries to balance parental rights and educational agencies' responsibilities. It is hoped that this balance will be achieved through technical assistance to States, increased involvement of families, and OSEP's oversight of implementation of the law.

References

Committee on Labor and Human Resources. .(1997). *Report (to accompany S. 717)*. Washington, DC: U.S. Government Printing Office.

Individuals with Disabilities Education Act Amendments of 1997 (IDEA), P.L. 105-17. 20 U.S.C. § 1400 *et seq*.

State Accountability Systems and Students with Disabilities[1]

PURPOSE: To present an overview of accountability issues, particularly as they relate to State systems for addressing the needs of students with disabilities.

Over the past several years, Federal, State, and district policy makers have promoted a system of standards-based reform[2] in which special education has played a limited role (Goertz & Friedman, 1996). On the State level, standards-based reform emerged in the 1990s as a system to address policy fragmentation generated by a series of conflicting, State-initiated reforms (Smith & O'Day, 1991). Standards-based reform posits that "State government is to set system and student goals for the State, coordinate these long-term instructional goals across various State policies, and hold schools and school districts accountable for meeting these goals" (Smith & O'Day, as cited in Center for Policy Research, 1996, p. 4).

Most broadly, accountability is defined as "a systematic method to assure those inside and outside the educational system that schools and students are moving toward desired goals" (Brauen, O'Reilly, & Moore, 1994, p. 2). Accountability may be defined at two levels--*systems-level* accountability and *student-level* accountability. Traditionally, systems-level accountability has focused on input and process indicators of schooling and program improvement. In many States, this type of accountability is called *school accreditation*, or the *program review process*. With standards-based reform, accountability has been expanded to include evaluation of student results as well. Student results typically are measured in terms of assessment results. Hence, three elements for systems-level accountability are: inputs, processes, and aggregate student results. *Student-level* accountability may include individual graduation and promotion requirements.

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[1] This module reports, in part, work conducted by Virginia Roach, Ed.D., at the Center for Policy Research, one of several research centers funded by OSEP.

[2] More information related to standards-based reform can be found in two modules in the Results section: "Standards-Based Reform and Students with Disabilities" and "Developing Alternate Assessments for Students with Disabilities."

This module focuses only on systems-level accountability. The remainder of the module reviews changes in the State education accountability systems and issues associated with including students with disabilities in general education accountability.[3] The module ends with summary findings relevant to families and children, educators, and policy makers at the Federal, State, and local levels.

Importance

Including students with disabilities in accountability systems is important for several reasons. First, many educators and advocates contend that general educators do not feel accountable for the performance of students with disabilities (Elliott & Thurlow, 1997; Roach & Raber, 1997; Schnorr, 1990). Second, including students with disabilities in the general accountability program is a key vehicle for including students with disabilities in standards-based reforms. In addition, advocates support the inclusion of students with disabilities in all facets of the general school system, including the accountability system (NASBE, 1992; NASDSE, 1994). Finally, Federal legislation requires that students with disabilities be included in all aspects of standards-based reform (The Goals 2000: Educate America Act, 1993; the Improving America's Schools Act, 1994; and the Individuals with Disabilities Education Act Amendments of 1997). Despite this rationale, however, special education has played a limited role in creating standards-based reform policy (Goertz & Friedman, 1996), and students with disabilities are often excluded from the general curriculum, State and district assessments, and accountability systems (Elliott & Thurlow, 1997; Roach & Raber, 1997).

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[3] Please see the *19th Annual Report*, pages III-9 through III-22, for an in-depth discussion on the educational reform activities related to the inclusion of students with disabilities in statewide assessments.

Traditional General Education Accountability

The traditional model for general education accountability is based largely on inputs to the system, such as the number of books in the library, the square footage allocation per student in a school, and the number and age of the textbooks that a district uses. These input-oriented accountability systems are variously called accreditation, school improvement reviews, accountability reports, profiles, and district composite reports. Some of these reviews are completed by State department of education staff in conjunction with district and school officials. In other instances, independent accrediting bodies work in conjunction with the State to conduct accreditation reviews. In addition to accounting for specific inputs, many systems review components of the education enterprise to determine if programs are being implemented with integrity and within the spirit of the policy that created them. Examples include the curriculum review cycle and long-range facilities planning in a district. The focus of these reviews is on the processes of and inputs to education; the unit of analysis is typically the school building or district.

Coupled with this type of accountability review are compliance reviews for specific categorical programs funded by either the Federal or State government. Compliance review, or monitoring, takes the specific program as the unit of analysis. Like accreditation, it is based largely on the *process* of delivering a particular program (such as compensatory education or bilingual education) to a particular student population, school, or district. As such, program compliance also relies on the inputs to the system.

Traditional Special Education Accountability

Traditionally, accountability in special education has been focused on compliance. Until the mid-1990s, the focus was on ensuring that districts were undertaking the appropriate procedures prescribed by Federal and State law in a timely fashion. Child count has also been used as an accountability measure in special education because much of special education's Federal and State funding is based on the number of students eligible to receive services under the program (Elliott & Thurlow, 1997). In addition, one of the mandates of IDEA is "child find," the requirement for districts to locate students who may be in need of special education services. Reviewing the child count for special education is a way to evaluate the districts' and States' fulfillment of that requirement. Also, the courts and/or hearing process have become a mechanism for special education accountability at the district and State levels.

Accountability Reform

General education accountability systems have been changing in three ways: (1) in substance, (2) in form, and (3) in implementation.

Substance

This is a shift from emphasis on the inputs to and processes of instruction to the results of the educational system. However, it is important to note that although States have added an emphasis on student achievement, or in some instances weighted student achievement more heavily in their accountability systems, with few exceptions States have generally maintained the input and program improvement elements of their systems (Roach & Raber, 1997).

Form

States are adding sections to their accountability systems that describe student results, such as district or school report cards, or requiring districts to report State assessment results as part of a larger comprehensive report of the district. States are implementing processes that require districts to describe how they will help students meet State-established standards. As a result, some States have been adding elements of strategic planning to their accountability systems. Some States are expanding their accountability systems to hold *the school* accountable where they formerly may have placed accountability at the district or student level.

Implementation

For many States, the emphasis has shifted in accountability programs from procedural compliance to program improvement and technical assistance (MacDonald, as cited in Schrag, 1996). To accomplish this, accountability in some States is changing from an episodic to an ongoing process. States are also coordinating monitoring across several programs. Thus, monitoring for special education programs is conducted on the same cycle as monitoring for bilingual education or Title I programs. Additionally, some States are integrating their accountability systems to include students with diverse needs.

The primary way that students with disabilities are included in the new general education accountability systems is through the inclusion of their test scores in school and district reports. Advocates have been working aggressively over the past several years to ensure that as many students as appropriate are included in State or district standardized testing. Yet, research shows that the extent to which students with disabilities are included in assessments varies based on factors such as State policies and guidelines, the type of assessments given and accommodations available, how test scores are reported, and the consequences attached to the testing reports (Roach & Raber, 1997). Revised State assessment and accountability policies in some States, as well as the recently amended IDEA, require that students with disabilities be included in the testing process and that the scores be reported in the State's accountability system (Elliott & Thurlow, 1997).

Issues Associated with Including Students with Disabilities in General Education Accountability

In the tracking of 12 State accountability systems, and a more in-depth study of 4 of those State accountability systems, the following issues emerged (Roach, Goertz, & Dailey, 1997):

- **Limited time.** Under a coordinated model, special education compliance monitors must conduct a full special education compliance review while also participating in team compliance activities. State monitoring staff have expressed concerns that they simply do not have enough time to attend to both activities.
- **Non-coordinated and duplicative monitoring.** Although all of the four States that were studied in depth reported coordinating or consolidating their special education compliance monitoring with general education monitoring, districts did not necessarily perceive it that way. Respondents in some study districts reported that although State monitors arrived in the district at the same time, they monitored their own programs and asked district and school staff duplicative questions. In some study districts, respondents reported that programs were monitored at different times, although the State reported a coordinated accountability system.
- **Individual entitlement versus group accountability on common standards.** In our sample, Maryland, Missouri, Kentucky, Texas, Florida, and Colorado were placing greater emphasis on student outcomes in their accountability systems (Roach, Goertz, & Dailey, 1997). If the new accountability systems are based primarily on student achievement of common standards, special educators and advocates worry that attention to the individualization of special education will be lost. This can have two consequences. First, educators may drop some of the individualization associated with special education as they focus more on group accountability.

Second, because the focus is on group accountability in general education, accountability for student results in special education may never develop.

- **General accountability systems must include students with disabilities in their assessments.** Because student assessment results are the linchpin of new accountability systems, States that have inadequately included students with disabilities in their testing programs are ill prepared to include these students in their accountability programs. States must develop methods for including all students in their assessment system under the new requirements of the IDEA Amendments of 1997.

- **Poor achievement is masked if data are not collected and reported in sufficient detail.** State accountability systems that rely on student assessments typically collect data only on district- or building-level performance. What is reported is often an average test score of the student population as a whole. In these instances, the outstanding performance of some students can counterbalance the poor performance of other students so that the average score of the total school population seems adequate. This is a concern for tracking any student population in State accountability systems, including students with disabilities.

- **State compliance staff feel pulled by Federal compliance requirements.** Special education compliance items reflect Federal compliance requirements that are primarily process-oriented (Elliott & Thurlow, 1997). As States develop accountability systems that focus on program improvement, special education staff perceive that they are torn between satisfying Federal procedural compliance items and fully participating in the comprehensive, performance-oriented State accountability programs and coordinated strategic planning. State monitors feel that they are put in the position of asking local officials to focus on program inputs and special education as a separate system and, simultaneously, to focus on program improvement of a unified system (Roach & Raber, 1997).

Implications

Based on recent work done at the National Association of State Boards of Education (NASBE), and changes taking place in State accountability systems in recent years, several points should be noted.

- Respondents at the district level valued the utility of process-oriented special education monitoring based on the extent to which they believed process monitoring leads to better student results. Guaranteeing the right to access programs, some believe, naturally leads to student achievement. For others, as with general education accountability reform, guaranteeing access to the system does not necessarily translate to improved student results. They believe it is necessary to focus on student results in order to improve student achievement.

- States continue to struggle with establishing the correct mix of emphasis on accountability for process versus accountability for student results. Even with the shift in emphasis toward student results, States continue to monitor program elements and input variables with an eye toward program improvement.

- Shifting accountability to focus on whether students are meeting the new standards involves shifting the orientation of accountability from inputs or processes to results *and* "raising the bar" on expectations for students with disabilities.

- Including students with disabilities in the general State accountability system extends their franchise in the general system but at no point exonerates a State from ensuring individual protections promulgated by IDEA. General and special education accountability systems are not mutually exclusive.

Summary

Including students with disabilities in State accountability systems is part of a general education reform movement that emphasizes end results rather than educational processes. IDEA and other legislative acts mandate that students with disabilities be reported in State assessment results and thereby become part of the State's accountability system. Issues surrounding the inclusion of students with disabilities in accountability systems include time constraints on State monitoring activities, performance masking related to the reporting of averages of scores at the district or school level, and lack of existing systems or alternative assessments at the State level.

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SECTION II

STUDENT CHARACTERISTICS

Modules

1. *Children Ages Birth Through Five Served Under IDEA*
2. *Students Ages 6 Through 21 Served Under IDEA*
3. *The Racial/Ethnic Composition of Students with Disabilities*
4. *Gender as a Factor in Special Education Eligibility, Services, and Results*
5. *Students with Emotional Disturbance*

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Children Ages Birth Through Five Served Under IDEA

The infants and toddlers program, Part H of IDEA, was adopted by Congress in 1986.[1] The 1997 reauthorization of IDEA moved the legislation to Part C of the Act. The program is designed to address the needs of infants and toddlers with disabilities ages birth through 2 through "a statewide, comprehensive, coordinated, multidisciplinary, interagency system that provides early intervention services for infants and toddlers with disabilities and their families." (20 U.S.C. 1431(b)(1)) All States ensured full implementation of the Part C program for infants and toddlers with disabilities by September 30, 1994.

PURPOSE: To report the number of children served in both the Part C Program and the Preschool Grants Program and the settings in which these children receive services.

Since FY 1992, all States have been required to make a free appropriate public education (FAPE) available to all children with disabilities ages 3 through 5, in order to be eligible for an award under the Preschool Grants Program under Section 619 of IDEA and other IDEA funds targeted to children ages 3-5 with disabilities. Five States (Iowa, Maryland, Michigan, Minnesota, and Nebraska) and six jurisdictions (American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Palau, and Puerto Rico) provide FAPE from birth, and Virginia does so at age 2 (deFosset & Carlin, 1997). All other States provide FAPE beginning at age 3.

The Number of Children Served Under IDEA, Part C

Over the past 5 years, the number of infants and toddlers served under Part C has steadily increased from 145,179 on December 1, 1992, to 187,348 on December 1, 1996 (see figure II-1 and table AA14, on page A-44). This small but consistent annual increase resulted in an overall

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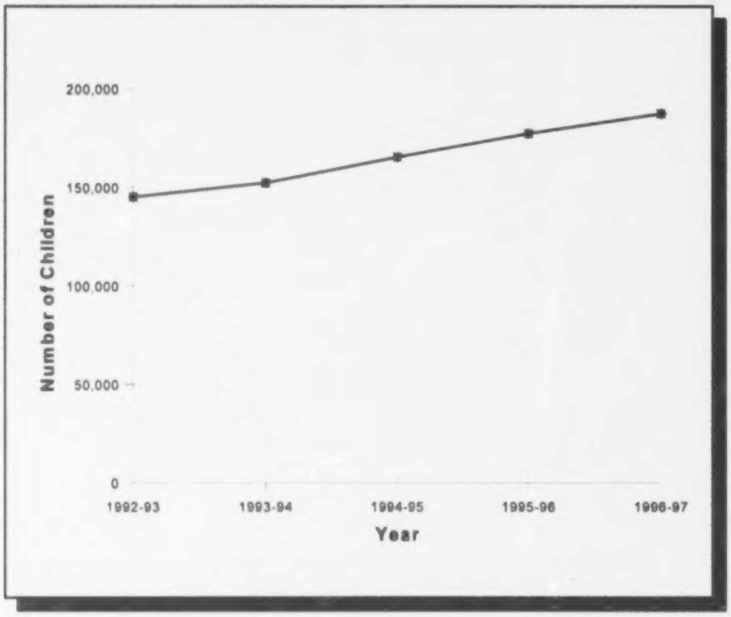
[1] Throughout the rest of this report, the infants and toddlers program will be referred to as Part C.

Figure II-1
Number of Infants and Toddlers Served Under IDEA, Part C, 1992 Through 1996



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

increase of 29 percent over the 5-year period, as States improved their ability to count children served while eliminating duplicate counts. During this same time period, the population estimates decreased from 11,911,554 to 11,382,432, reflecting a 4 percent decrease.

From December 1, 1995, to December 1, 1996, the total number of infants and toddlers served in the 50 States and the District of Columbia rose from 177,286 to 187,348, an overall increase of 6 percent. However, 18 States reported a decline in the numbers of infants and toddlers served, while 33 States reported an increase in their counts.

Among the States that reported a decline in the number of children served, several attributed the decrease to changes in data collection methods. Several States have begun using improved data collection systems that will result in the reporting of unduplicated counts.

Among the States that reported an increase in the number of children served, several cited program expansion as a primary reason for the increase. In part, agencies are now providing individualized family service plans (IFSPs) to children previously served under other State programs. Other States noted that increases were related to improved public awareness efforts. These public awareness efforts probably helped the agencies find more eligible children.

The percentage of the population ages birth through 2 served under Part C rose slightly from 1.54 percent in 1995 to 1.65 percent in 1996 (see tables AA14, p. A-44, and AF2, p. A-222). During this same period, the total population of children in that age group decreased 1.6 percent, from 11,570,316 to 11,382,432. In 1996, the majority of States (33) served 1 to 2 percent of their birth to 2 population under IDEA; 6 States served less than 1 percent; 9 States served 2 to 3 percent; and 3 States served more than 3 percent (see table AH1, p. A-228). Looking at the 5-year trend, the percentage of the population served under Part C increased from 1.21 percent in 1992 to 1.65 percent in 1996 (see tables AA14, p. A-44, and AF2, p. A-222).

Early Intervention Environments for Infants and Toddlers with Disabilities

OSEP currently uses eight different settings to collect data on where infants and toddlers with disabilities receive services. These settings are early intervention classroom, family child care, home, hospital (inpatient), outpatient service facility, regular nursery school/child care, residential facility, and other. However, not every State reports or uses each category. States' use of the reporting categories for where infants and toddlers were served varies, as shown in table AH4 in Appendix A. OSEP collects data only on the primary setting (that is, the setting where the majority of services are provided to a child); many infants and toddlers receive services in multiple settings. Some

States report zero (0) for a number of services, indicating that the category is valid in the State, but that no infants and toddlers were served there. States also use a period (.) to report missing data, indicating that the State does not use that placement category. During 1995-96, home was the category with the most valid responses. Only three Outlying Areas did not use this setting to provide services. Residential facilities were not a recognized setting for infants and toddlers in 12 States; an additional 16 States reported no services provided in this setting.

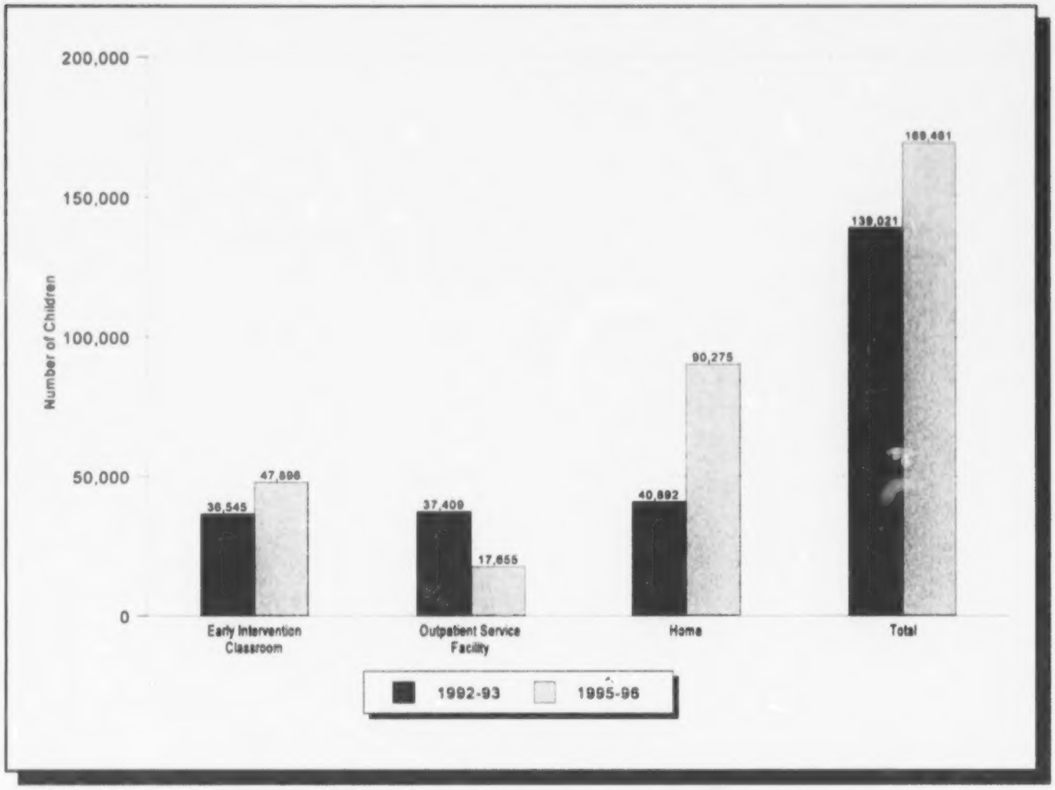
States' use of these categories also reflects the unique service delivery pattern for Part C. For example, Massachusetts served all children in the home setting, while Puerto Rico reported serving all children in outpatient service facilities. California reported an equal number of children in two settings, early intervention classroom and home.

Consistent with the findings above, it is not surprising that the largest number of infants and toddlers were served in the home (90,275 or 53 percent), followed by early intervention classroom (47,896 or 28 percent), and outpatient service facility (17,655 or 10 percent). The remaining settings totaled 13,940 or approximately 8 percent of the total population served. Comparing the placement data from 1992 to 1995, home has been the most frequently used setting. In 1992, home was followed by the outpatient service facility setting and then early intervention classroom setting. However, the percentage of children served at home has increased by 120 percent from 1992 to 1995, and the percentage served in early intervention classrooms rose 31 percent during the same period. The percentage of children served in outpatient service facilities has decreased by 52 percent (see figure II-2).

The Number of Children Served Under the Preschool Grants Program

The Preschool Grants Program, authorized under Section 619 of IDEA, Part B, was established to provide grants to States to serve preschool children with disabilities.

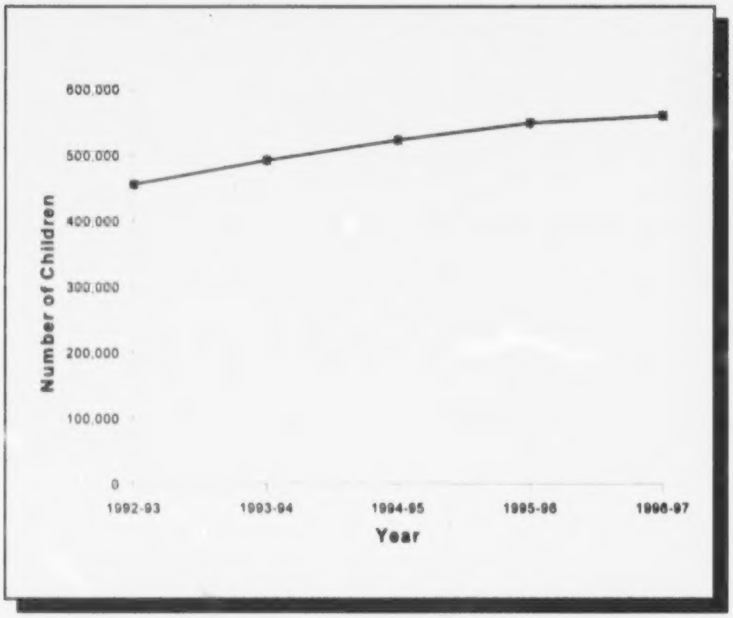
Figure II-2
Number of Infants and Toddlers Served in Different Settings, 1992-93 and 1995-96



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Over the past 5 years, the number of children served under the IDEA Preschool Grants Program increased from 455,449 during the 1992-93 school year to 559,902 during the 1996-97 school year. The steady increase that occurred during this 5-year period resulted in a total increase of 23 percent. During the 1996-97 school year, there was a modest increase of 2 percent over the 548,441 children served the previous year (see figure II-3).

Figure II-3
Number of Children Ages 3-5 Served Under the Preschool Grants Program, 1992-93 - 1996-97



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Based on the estimated resident population of children ages 3 through 5 in the 50 States and the District of Columbia, 4.6 percent of the children in this age group were served under the IDEA Preschool Grants Program. The District of Columbia served the lowest percentage of its resident population (1.5 percent), and Hawaii the second lowest (2.5 percent). Kentucky served the highest percentage (9.5 percent). The remaining States served between 3.2 percent and 7.9 percent (see table AA10, p. A-33).

Educational Environments for Preschoolers with Disabilities

Six different categories and two subcategories (private and public) are used to collect data on preschoolers with disabilities who are served under IDEA. They are regular class, resource room, separate class, separate school (public and private), residential facility (public and private), and homebound/hospital. These categories were developed with school-aged children in mind and, consequently, may not reflect educational environments for preschoolers. Therefore, OSEP provides optional instructions to States for reporting counts of preschoolers in each of the categories. Table II-1 includes a definition of each category as it applies to preschoolers with disabilities.

During the 1995-96 school year, 51.6 percent of children with disabilities ages 3-5 were served in regular classes, approximately a 1 percent increase over the percentage served in regular classes during the previous year. Comparing the data from the 1992-93 school year to the 1995-96 school year, the percentage of children served in regular class, separate class, and home/hospital environments increased, while the percentage of children served in the remaining settings decreased (see figure II-4).

Table II-1
Educational Environments for Preschoolers with Disabilities

Regular class includes children who receive services in programs designed primarily for nondisabled children, provided the children with disabilities are in a separate room for less than 21 percent of the time receiving services. This may include, but is not limited to, Head Start centers, public or private preschool and child care facilities, preschool classes offered to an age-eligible population by the public school system, kindergarten classes, and classes using co-teaching models (special education and general education staff coordinating activities in a general education setting).

Resource room includes children who receive services in programs designed primarily for nondisabled children, provided the children with disabilities are in a separate program for 21 to 60 percent of the time receiving services. This includes, but is not limited to, Head Start centers, public or private preschools or child care facilities, preschool classes offered to an age-eligible population by the public school system, and kindergarten classes.

Separate class includes children who receive services in a separate program for 61 to 100 percent of the time receiving services. It does not include children who received education programs in public or private separate day or residential facilities.

Separate school (public and private) includes children who are served in publicly or privately operated programs, set up primarily to serve children with disabilities, that are NOT housed in a facility with programs for children without disabilities. Children must receive special education and related services in the public separate day school for greater than 50 percent of the time.

Residential facility (public and private) includes children who are served in publicly or privately operated programs in which children receive care for 24 hours a day. This could include placement in public nursing care facilities or public or private residential schools.

Homebound/hospital includes children who are served in either a home or hospital setting, including those receiving special education or related services in the home and provided by a professional or paraprofessional who visits the home on a regular basis (e.g., a child development worker or speech services provided in the child's home). It also includes children 3-5 years old receiving special education and related services in a hospital setting on an inpatient or outpatient basis. However, children receiving services in a group program that is housed at a hospital should be reported in the separate school category. For children served in both a home/hospital setting and in a school/community setting, report the child in the placement that comprises the larger percentage of time receiving services.

Source: OSEP Data Dictionary, 1997. Office of Special Education Programs, U.S. Department of Education.

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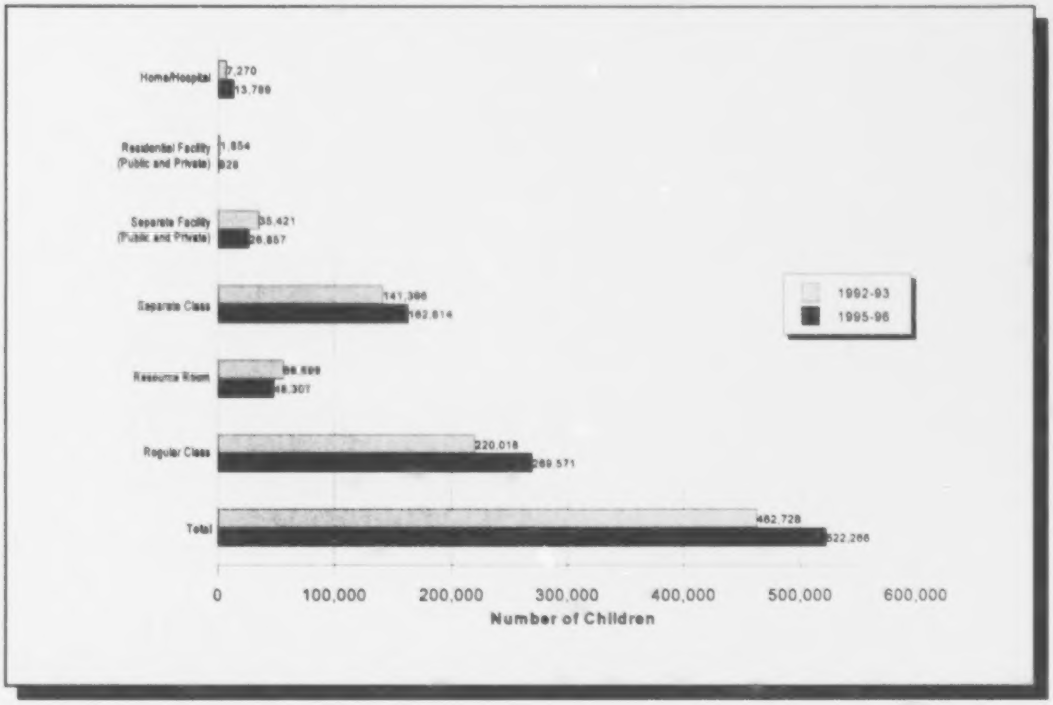
Figure II-4
Number of Children Ages 3-5 Served in Different Educational Environments, 1992-93 and 1995-96



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Summary

In both Part C and the Preschool Grants Program, the number of children served increased steadily over the past 5 years. Also, over this same period, there was an increase in the use of the home setting and in the use of early intervention classrooms for infants and toddlers. In the Preschool Grants Program, more preschoolers are being served in regular class settings than in any other setting. The number of children being served in the resource room category has declined.

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Students Ages 6 Through 21 Served Under IDEA

Children with disabilities ages 6 through 21 have been receiving services through Part B of IDEA for more than 20 years. This module discusses the changes in the total number of children served, the age distribution of students served, the disability distribution of students served, and the disabilities distribution across age groups. The information is based on State-reported data required under Section 618(b) of IDEA. Through this requirement, States report data annually to OSEP on the number of children served under Part B of the law.

PURPOSE: To describe students served under IDEA during the 1996-97 school year and compare data on the number of students served over the past 10 years.

Changes in Numbers of Students Served

Over the past few years, the number of school-age students (i.e., ages 6 through 21 years old) with disabilities served has increased at a higher rate than the general school enrollment. During the 1996-97 school year, 5,235,952 students ages 6 through 21 with disabilities were served under IDEA, a 3.1 percent increase over the previous year. The prekindergarten through 12th grade total school-age enrollment figures[1] showed an increase of 1.2 percent between 1995-96 and 1996-97 (see table AF6, p. A-226). The resident population showed an increase of 1.7 percent. The increase in the number of school-age children served under IDEA over the previous year was slightly more than the increase in the number of preschool students ages 3 through 5 served (2.1 percent) and slightly less than the increase in the number of infants and toddlers served (5.7 percent) (see table AA14, pp. A-43 to A-45).

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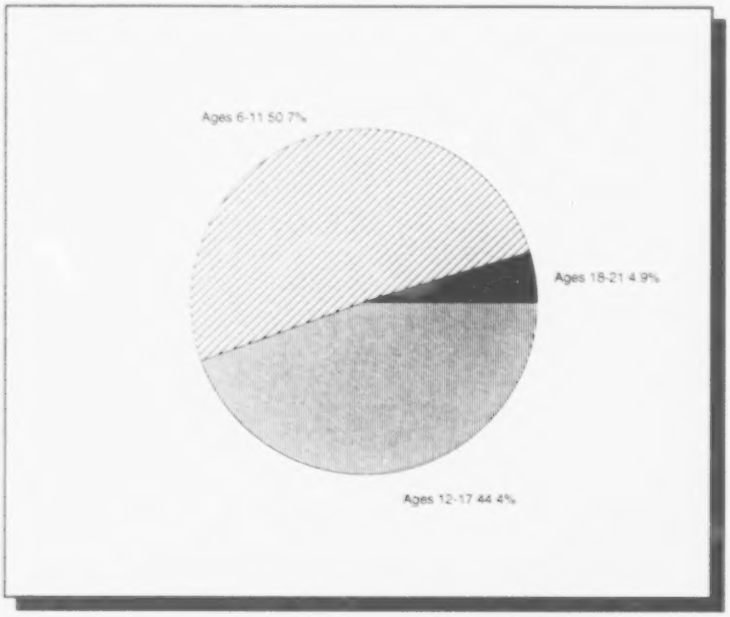
[1] The enrollment counts are fall membership counts collected by the National Center for Education Statistics. The enrollment figures include children in prekindergarten through 12th grade.

Figure II-5
Percentage of Students with Disabilities Served Under IDEA, Part B by Age Group in 1996-97



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Age Distribution of Students Served

The number of school-age students served under IDEA has consistently increased since the inception of P.L. 94-142 in 1975. Dividing students served into three age groups, the number of students with disabilities ages 6-11 served increased 25.3 percent, the number of students with disabilities ages 12-17 increased 30.7 percent, and the number of students with disabilities ages 18-21 increased 14.7 percent over the past 10 years.

The relative percentages in each of these age groups has remained stable over the past 10 years. Figure II-5 shows the age composition of students with disabilities in 1996-97. These percentages differ slightly from the average over the 10 years, which was 51.8 percent for children ages 6-11, 43 percent for those ages 12-17, and 5.2 percent of students ages 18-21 served under IDEA (see table AA14, pp. A-43 to A-45).

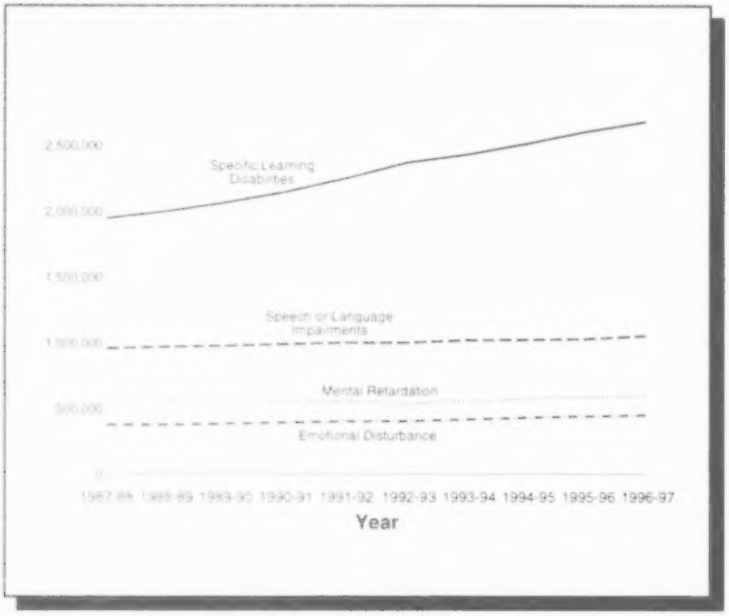
Disabilities Distribution of Students Served

Under IDEA, there are 12 disability categories--specific learning disabilities, speech or language impairments, mental retardation, emotional disturbance, multiple disabilities, hearing impairments, orthopedic impairments, other health impairments, visual impairments, autism, deaf-blindness, and traumatic brain injury--by which to report students served. However, more than 90 percent of the school-age students served under IDEA in 1996-97 were classified in one of four disability categories:

- learning disabilities (51.1 percent or 2,676,299 children);
- speech or language impairments (20.1 percent or 1,050,975 children);
- mental retardation (11.4 percent or 594,025 children); and
- emotional disturbance (8.6 percent or 447,426 children).

Figure II-6 shows the change in the number of students served under IDEA for each of these four disabilities from 1987-88 to 1996-97. The rate of increase for students with learning disabilities was greater than for students with other high-incidence disabilities. The number of students with learning disabilities has increased by 37.8 percent over the past 10 years, as compared with an increase of 10.2 percent for students with speech or language impairments and 20.1 percent for students with emotional disturbance. The number of students with mental retardation decreased by 0.8 percent between 1987-88 and 1996-97. (See also table AA14, p. AA-43 to AA-45.)

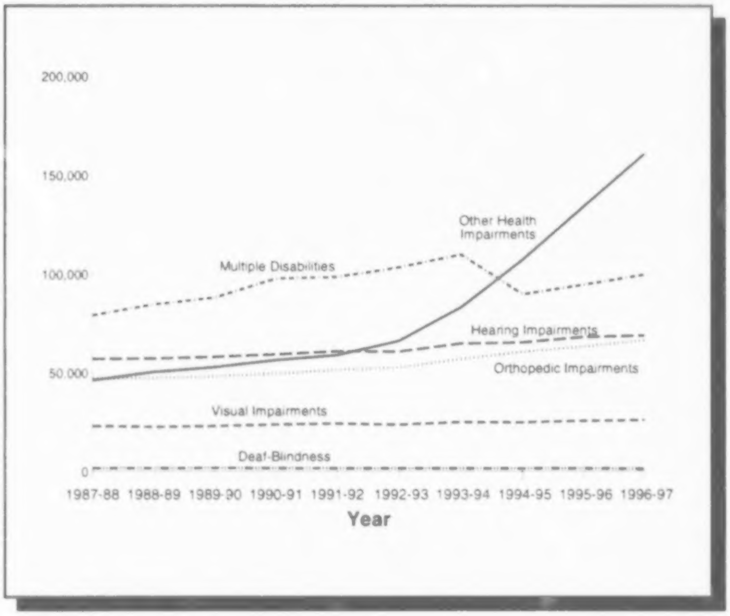
Figure II-6
Number of Children Ages 6-21 Served Under IDEA, Part B From 1987-88 to 1996-97: High-Incidence Disabilities



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Figure II-7 shows the number of children served for six of the low-incidence disability categories. Between 1987-88 and 1992-93, the average annual increase for students with other health impairments was 7.5 percent. Between 1992-93 and 1996-97, the average rate more than tripled to 25.0 percent (see table AA14, p. A-45). This is in contrast to the more gradual increases in numbers of students served under IDEA in other disability categories. Table II-2 shows the number of students ages 6-21 served under IDEA in all 12 disability categories in 1987-88 and 1996-97 (see table AA14, p. A-45).

Figure II-7
Number of Children Ages 6-21 Served Under IDEA, Part B From 1987-88 to 1996-97: Low-Incidence Disabilities



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

States' most common explanation for the increase in the number of children served under the other health impairments category was increased identification of and service to children with attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD). Other large increases occurred in the newest disability categories of autism and traumatic brain injury.[2] However, the disability categories of autism and traumatic brain injury accounted for less than 1 percent of the students served in 1996-97. Explanations for increases in these categories

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[2] These disability categories were first reported separately as an option in 1991-92 and as a requirement in 1992-93 as a result of P.L. 101-476, the 1990 Amendments to IDEA.

Table II-2
Number of Children Ages 6-21 Served Under IDEA by Disability: 1987-88 and 1996-97

	1987-88		1996-97		Change	
Disability	Number	Percent	Number	Percent	Number	Percent
Specific Learning Disabilities	1,942,304	47.1	2,676,299	51.1	733,995	37.8
Speech or Language Impairments	953,568	23.1	1,050,975	20.1	97,407	10.2
Mental Retardation	598,770	14.5	594,025	11.4	-4,745	-0.8
Emotional Disturbance	372,380	9.0	447,426	8.6	75,046	20.2
Multiple Disabilities	79,023	1.9	99,638	1.9	20,615	26.1
Hearing Impairments	56,872	1.4	68,766	1.3	11,894	20.9
Orthopedic Impairments	46,966	1.1	66,400	1.3	19,434	41.4
Other Health Impairments	46,056	1.1	160,824	3.1	114,768	249.2
Visual Impairments	22,821	0.6	25,834	0.5	3,013	13.2
Autism	.[a]	.	34,101	0.7	34,101	.
Deaf-Blindness	1,454	<0.1	1,286	<0.1	(168)	-11.6
Traumatic Brain Injury	.	.	10,378	0.2	10,378	.
All Disabilities	4,120,214	100.0	5,235,952	100.0	1,115,738	27.1

[a] Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

generally include improvements in reporting and reassignment to the new disability categories during the reevaluation process. An increase in the category of other health impairments, however, has occurred simultaneously with the separate reporting of students with autism and traumatic brain injury, many of whom may have previously been counted under the other health impairments category.

The increase in the number of students with other health impairments since 1992-93 may in part be a response to a 1991 Department of Education, Office of Special Education and Rehabilitative Services (OSERS) memorandum that explained that students with ADD (and inclusively, ADHD) should be included in the other health impairments category when ADD is a chronic or acute health problem resulting in limited alertness that adversely affects educational performance.[3] Consequently, the growth in the other health impairments category may be a combined result of increased identification of students with ADD and the reporting of children with ADD in the other health impairments category. Prior to this time, students with ADD may have been reported in other disability categories.

The distribution of students by disability varies across age groups. Specific learning disabilities is the largest single category for each of the three age groups, accounting for 41.2 percent of students ages 6-11, 62.3 percent of students ages 12-17, and 51.7 percent of students ages 18-21. The percentage of students with speech or language impairments decreases dramatically among older children: 35.1 percent of the students ages 6-11 were identified as having speech or language impairments, while only 5.0 percent of students in the 12-17 age group and 1.8 percent of the students in the 18-21 age group with this disability were served. Conversely, the incidence of mental retardation is more prevalent among older children. This may be in part because students with mental retardation tend to stay in school longer than students with other disabilities. Nearly one-fourth (24.4 percent) of the students ages 18-21 were classified as having mental retardation. This percentage drops to 12.6 percent for students ages 12-17, and drops again to 9.0 percent for students 6-11. Emotional disturbance is most common among teenagers; 5.7 percent of students ages 6-11 were identified with emotional disturbance compared with 11.7 percent of the 12-17 age group and 9.7 percent of the 18-21 age group.

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[3] OSERS. (1991). *Clarification of policy to address the needs of children with attention deficit disorders with general and/or special education.* Memorandum to Chief State School Officers. Washington, DC: U.S. Department of Education, OSERS.

Summary

Services to students with disabilities have continued to grow. Among the reasons for this growth are increases in the population and improvements in the identification of students with special needs. The year-to-year increase in the number of school-age children receiving services has been gradual, and increases have occurred at various rates across the disability categories. The largest percentage increases occurred in other health impairments, orthopedic impairments, and specific learning disabilities. There was a reported decline in two disability categories, mental retardation and deaf-blindness.

The Racial/Ethnic Composition of Students with Disabilities

PURPOSE: To present data on the number of minority students with disabilities receiving services and the disabilities of these students.

In the recent reauthorization of IDEA (P.L. 105-17), Congress expressed concern about the disproportionate representation of racial and ethnic minorities in special education and poor educational results for minority students. Congress encouraged the Federal Government to be responsive to the growing needs of an increasingly diverse society, to ensure a more equitable allocation of resources, and to provide an equal educational opportunity for all individuals. In reauthorizing IDEA, Congress found that between 1980 and 1990, the rate of increase in the number of White Americans was 6 percent, while the rates of increase for racial and ethnic minorities were much higher: 53 percent for Hispanics, 13.2 percent for African Americans, and 107.8 percent for Asians. By the year 2000, nearly one of every three Americans will be African American, Hispanic, Asian American, or American Indian. As a group, minority children are comprising an increasing percentage of public school students. (§601(c)(7)(B), (C), and (D))

Congress wrote in the IDEA Amendments of 1997 that "greater efforts are needed to prevent the intensification of problems connected with mislabeling . . . among minority children with disabilities." (§601(c)(8)(A)) More African American children are served in special education than would be expected given the percentage of African American students in the general school population. IDEA also notes, "although African Americans represent 16 percent of elementary and secondary enrollments, they constitute 21 percent of total enrollments in special education." (§601(c)(8)(D)) "Poor African American children are 2.3 times more likely to be identified by their teacher as having mental retardation than their White counterpart." (§601(c)(8)(C)) In addition to being identified with specific disabilities at different rates than White, non-Hispanic students, minority students are also more likely than White students to be served in less inclusive settings (Singh, Ellis, Oswald, Wechsler, & Curtis, 1997).

Congress also noted in IDEA that minority youth with disabilities are more likely to drop out of high school: "The drop out rate is 68 percent higher for minorities than for Whites. More than 50 percent of minority special education students in large cities drop out of school" (20 U.S.C. 1401(c)(8)(f)). Dropout rates for Hispanic youth with disabilities are particularly high: 36.9 percent compared to 31.2 percent for Whites and 30.4 percent for African Americans (Valdes, Williamson, & Wagner, 1990).

In response to these concerns, Congress required States to submit special education child count, educational environment, exiting, and discipline data by race and ethnicity starting in the 1998-99 school year. The race/ethnicity data required under the IDEA Amendments of 1997 will better enable Congress and OSEP to monitor the disproportionate representation of racial and ethnic minorities in special education and dropout rates for minority youth.

Under IDEA, local educational agencies are required to use racially and culturally nondiscriminatory tests and other evaluation materials for identifying students as eligible for special education. Tests must be administered in the child's native language or other mode of communication, unless it is not feasible to do so. Each State is also required to collect and examine data to determine if race is the basis of significant disproportionality in the identification of students with disabilities or the placement of children with disabilities in particular educational settings. If the State determines that significant disproportionality exists, it must provide for the review and, if appropriate, revision of policies, procedures, and practices used to identify or place students to ensure that they meet the requirements of IDEA.

Race/Ethnicity in Special Education

The disproportionate representation of racial and ethnic minorities in special education is a highly complex issue because it is difficult to isolate the effects of poverty, limited English proficiency, residence in inner cities, and race/ethnicity on special education eligibility.[1,2]

For many years, OCR has collected data from a sample of school districts and schools within these districts on the race/ethnicity of students with selected disabilities--mild, moderate, and severe mental retardation; specific learning disabilities; and emotional disturbance. This module presents data for students with those disabilities from the 1994 OCR Elementary and Secondary School Compliance Reports on race/ethnicity.

Discrepancies in disability prevalence and service provision across racial/ethnic categories are most apparent in the mental retardation category. A total of 2.6 percent of Black, non-Hispanic students were identified as having mental retardation. In contrast, 1.2 percent of White, non-Hispanic students were identified as having mental retardation. Hispanic students were less likely than White, non-Hispanic students to receive special education to address mental retardation.

White, non-Hispanic students; Black, non-Hispanic students; and Hispanic students were equally likely to receive services to address specific learning disabilities. American Indian students were considerably more likely to receive such services, and Asian/Pacific Islanders were less likely to do so (see table II-3).

Overall, 0.8 percent of the student population received services for emotional disturbance. The rate was slightly higher for Black, non-Hispanic students than for White, non-Hispanic students and was considerably lower for Hispanic students and Asian/Pacific Islander students.

It is often difficult to distinguish between the effects of poverty and the effects of race on special education eligibility because, in the United States, poverty and race are

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[1] See the *19th Annual Report to Congress* for modules on poverty and disproportionate representation of racial/ethnic minorities in special education.

[2] OSEP intends to include a module on limited English proficiency in a future report.

Table II-3
Number and Percentage of Students in Special Education by Race/Ethnicity and Disability: 1994

	White, non-Hispanic	Black, non-Hispanic	Hispanic	American Indian	Asian/ Pacific Islander	Total
Learning Disabilities	5.7% 1,587,918	5.7% 407,848	5.7% 308,136	7.3% 32,413	2.0% 31,968	5.5% 2,368,283
Mental Retardation	1.2% 350,699	2.6% 190,885	0.9% 50,091	1.6% 7,152	0.5% 8,197	1.4% 607,024
Emotional Disturbance	0.8% 214,442	1.1% 80,253	0.5% 25,514	0.9% 4,227	0.2% 2,786	0.8% 327,222
Total Student Population by Race/Ethnicity	28,039,068	7,193,038	5,425,976	445,105	1,588,124	42,691,311

Source: U.S. Department of Education, Office for Civil Rights, 1994 Elementary and Secondary School Compliance Reports.

correlated. Poor children are more likely than wealthier children to receive special education (Wagner, 1995). African American children are more likely than White or Asian children to receive special education under some disability categories. While both poverty and racial/ethnic background may contribute to minority representation in special education, data from the National Longitudinal Transition Study suggest that race/ethnicity was not the primary contributor to the overrepresentation of African Americans in special education. Rather, the overrepresentation of African Americans was driven by the overrepresentation of very poor students in special education, at least for most disability categories (Wagner, 1995). This suggests that while some of the disproportion may be addressed through improvements in unbiased and more discriminate assessment, attention must also focus on the broader issue of child poverty.

Summary

The disproportionate representation of racial and ethnic minorities in special education has been an issue for educators for more than 25 years, yet African American students continue to be overrepresented in programs for students with mental retardation. Furthermore, relative to White, non-Hispanic students, Asian students are underrepresented in all four of the disability categories for which the OCR collects data. It has been postulated that poverty, rather than race/ethnicity, may account for some of the overrepresentation of minorities in special education programs. Therefore, without attention to poverty and its effects on children, the use of unbiased assessment alone will not eradicate the disproportionate representation described.

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Gender as a Factor in Special Education Eligibility, Services, and Results

Although males and females comprise equal proportions of the school-aged population, males account for approximately two-thirds of all students served in special education (Doren, Bullis, & Benz, 1996; Wagner et al., 1991). In many cases, it is not clear if females are underidentified for special education, if males are overidentified, or if real differences exist in the prevalence of disability between males and females.

PURPOSE: To discuss differences in the characteristics of male and female students with disabilities, special education services provided to males and females with disabilities, and postschool results by gender.

Much of the research on disability has stressed commonalities among individuals with disabilities rather than addressed differences based on gender (Fine & Asch, 1988). Consequently, little is known about the different characteristics and experiences of males and females with disabilities.

Special Education Eligibility

More than two-thirds of all students receiving special education services are male (Doren et al., 1996; Wagner et al., 1991). Among secondary-aged students with disabilities, males constitute the largest proportion of each disability category except deaf-blindness, which is almost evenly divided between males and females (see table II-4). The disproportionate representation of males in special education seems greatest in the learning disability and emotional disturbance categories, which are often considered the disability categories with the most broadly defined eligibility criteria (Kratovil & Bailey, 1986).

Tables II-4 and II-5 show the percentage of males and females in different disability categories. Table II-5 includes elementary and secondary school students in three disability categories; table II-4 reports data in 11 disability categories for secondary-aged students only.

Table II-4
Gender of Secondary-Aged Students with Disabilities, by Disability Category

Disability	Percentage Male	Percentage Female
Learning Disability	73.4	26.6
Emotional Disturbance	76.4	23.6
Speech Impairment	59.5	40.5
Mental Retardation	58.0	42.0
Visual Impairment	55.6	44.4
Hearing Impairment	52.0	48.0
Deafness	54.5	45.5
Orthopedic Impairment	54.2	45.8
Other Health Impairment	56.0	44.0
Multiple Disabilities	65.4	34.6
Deaf/Blindness	49.5	50.5

Source: Valdes et al. (1990). *The National Longitudinal Transition Study of Special Education Students: Statistical almanac* (Vol. 1). Menlo Park, CA: SRI International.

Not only are females less likely than males to be identified for special education, but the characteristics of identified females differ from those of identified males (Richardson et al., as cited in Gottleib, 1987). For example, girls in special education score lower on IQ tests than boys. The average IQ for secondary-aged females with disabilities was 74.4; the average for males was 81.6 (Gottleib, 1987; Wagner et al., 1991). According to parent reports, a greater percentage of secondary-aged females in special education began having difficulties indicative of a disability at very young ages, which may also suggest more severe disabilities (Valdes, Williamson, & Wagner, 1990). Because learning

Table II-5
Gender of Elementary and Secondary-Aged Students with Disabilities, by Disability Category[a]

	Male	Female
Specific Learning Disability	69.3	30.8
Mental Retardation	59.0	41.6
Emotional Disturbance	79.4	21.0

a/ Percentages may not sum to 100 due to rounding or reporting errors.

Source: U.S. Department of Education, Office for Civil Rights, 1994 Elementary and Secondary School Compliance Reports.

disabilities and emotional impairments are not typically associated with below-average intelligence, the over-representation of males in these categories may skew the mean IQ of males in special education.

Possible Causes of Disproportionate Representation

Researchers and advocates offer several hypotheses for the fact that more males than females participate in special education. It is likely that no single explanation accounts for all of the disproportion but that combinations of factors result in the distribution previously described. First, physiological or maturational differences between males and females may cause higher rates of disability among school-age males. Second, differences in the behavior of male and female students may predispose males to the identification of a disability. For example, female students may adapt better to the predominant school culture and norms. Teachers may also react differently to male and female students, which can result in higher rates of referral and classification for male students. Third, methods used to identify students with learning disabilities, emotional disturbances, and speech and language impairments may be biased and, as such, may contribute to the disproportionate representation of males and females in special education (Harmon, Stockton, & Contrucci, 1992).

Physiological/Maturational Differences. Some researchers cite physiological or maturational differences between males and females as a cause for some disproportionate representation. For example, girls are believed to have fewer birth defects and more rapid maturation than boys. Females may be less prone to disability because they have two X chromosomes, and one of the X chromosomes may compensate for a defect in the other. Because males have one X and one Y chromosome, they may be more susceptible to disabilities associated with chromosomal abnormalities, such as hemophilia and fragile-x syndrome, which can cause mental retardation (Harmon et al., 1992). Some researchers theorize that differences in the structure of male and female brains may also contribute to differences in disability prevalence. They speculate that male brains are more lateralized than female brains, meaning that one hemisphere is more dominant than the other (Hayden-McPeak, Gaskin, & Gaughan, 1993). For example, functional magnetic resonance imaging (FMRI) shows that phonological processing in men engages the left inferior frontal gyrus in the brain. In women, phonological processing activates both the left and right inferior frontal gyrus (Shaywitz, 1996). Parts of the corpus callosum, which connects the two hemispheres, are also more extensive in females. The exact relationships between these biological differences and disability are unclear (Hayden-McPeak et al., 1993).

Research on differences between young boys and young girls suggests that girls mature more rapidly than boys (Harmon et al., 1992). Many preschool programs stress impulse-control, small-muscle development, and language skills, but many young girls are competent in these areas before arriving in preschool. The preschool experience may raise boys' language achievement scores, thus narrowing the gap between girls and boys (Larson & Robinson, 1989). However, maturational gaps could lead to inflated referrals of males for special education evaluation.

To determine if there are differences in vulnerability to learning failure among young children, Karlen, Hagin, and Beecher (1985) administered a series of tests to all kindergartners and first graders in a sample of elementary schools. The study showed very small or insignificant differences between the percentage of males and females at risk of school failure in urban, rural, and independent schools. However, for unknown reasons, the differences were significant in suburban schools; 31 percent of the boys and 20 percent of the girls were at risk.

Shaywitz, Shaywitz, Fletcher, and Escobar (1990) found significant differences in the percentages of boys and girls identified by their schools as having reading disabilities but found no differences based on achievement and IQ test scores. They also found that children who were identified by their schools as having a reading disability but who did not meet objective criteria for reading disabilities were more likely to exhibit difficulties in behavior, attention, fine-motor skills, and language skills. Conversely, children who were not identified as having a reading disability despite meeting eligibility criteria were likely to have no perceived problems with behavior. When students with learning disabilities also have attention deficit disorder (ADD), their learning disabilities may be more severe and resistant to intervention. Because ADD is more prevalent in males than in females, males may be more likely than females to be identified by their schools as having learning disabilities (Felton & Wood, 1989; Lubs et al., 1991; Lyon, 1996).

School Bias. Males may be referred and found eligible for special education at higher rates than females because of gender differences between female teachers and male students or differences between the dominant school culture and male behavior (Kedar-Volvodas, 1983). Women outnumber men in the general education teaching force (87 percent to 13 percent), particularly at the elementary level, when most students are referred for special education (Cook & Boe, 1995). As long ago as 1976, evidence suggested a bias in teachers' evaluation of students' need for special education based on the student's gender. In a historic study, when given identical descriptions of individual children, teachers were more likely to refer boys for evaluation than girls (Gregory, 1977). Female teachers may be more likely to identify boys' behavior and learning styles as indicative of a disability, inflating the referral of boys for special education evaluation (Gottleib, 1987).

Other researchers speculate that some educators may have higher expectations for boys than for girls. If boys do not perform to expected levels, teachers may refer them to special education in greater numbers than girls, for whom they have lesser expectations (Gottleib, 1987). However, data suggest that boys are more likely than girls to be referred for special education based on their behavior and that girls are typically referred for concerns about academic performance (Clarizio & Phillips, 1986). This finding may contradict the hypothesis that disproportion is due to differing academic expectations.

Assessment Bias. The disproportionate representation of males in programs for students with emotional disturbances may reflect a bias in the ways emotional disturbance is defined and/or the instruments used to identify students as eligible under those definitions. Some assessment tools that schools use to evaluate students do not capture depression, suicidal ideation, or suicide attempts (Caseau, Luckasson, & Kroth, 1994). Adolescent girls experience a higher rate of depression than boys (Boggiano & Barrett, 1992; Kazdin, 1990; Peterson, Sarigiani, & Kennedy, 1991), but the eligibility criteria for services under the emotional impairments category, or teachers' tolerance of the withdrawal or depression exhibited by young women, may reduce females' referral for evaluation and eligibility (McIntyre, 1990). Those girls who receive services for emotional impairments usually exhibit the externalizing behaviors typically associated with boys (Casau et al., 1994).

Services for Males and Females with Disabilities

Once students are identified as eligible for special education, the services they receive do not differ greatly by gender, and teachers appear to consider an individual student when selecting instructional techniques (Leinhardt, Seewald, & Zigmond, 1982; Wagner et al., 1991). No significant differences exist in the amount of funds expended on special education and related services for males and females (Singer & Raphael, 1988).

Few significant gender differences were identified in secondary course-taking for students with disabilities, although higher rates of home economics and life skills instruction for females and a higher rate of vocational education for males were noted (Wagner et al., 1991). Secondary-aged females with disabilities were more likely than males to receive some support services (see table II-6). The disproportion fell particularly in occupational therapy/life skills training, transportation, and speech therapy (Cameto, 1993).

Educational Results for Males and Females with and without Disabilities

One way to evaluate whether education services are effective in meeting students' needs is to examine student results. These may include in-school results, such as grades and dropout rates, or postschool results, such as employment, wages, and postsecondary education.

In-School Results

Overall, girls with and without disabilities had better in-school results than boys with and without disabilities. They received better grades, were more likely to graduate from high school, and were less likely to be suspended or expelled. Boys did as well as girls on many standardized achievement tests and scored slightly better than girls on 12th grade math achievement.

Test Scores and Grades. Much has been made of perceived differences between males and females in verbal and quantitative skills. Studies of achievement test scores indicate no consistent, sizable differences in verbal ability

Table II-6
Percentage of Secondary-Aged Students with Disabilities Who Received Different Types of Services, by Gender

Services	Male	Female
Job Training	63.2	56.8
Speech/Language Therapy	36.6	43.1
Personal Counseling/Therapy	34.6	33.7
Occupational Therapy/Life Skills Training	28.9	46.8
Tutor, Reader, Interpreter	32.9	32.2
Physical Therapy, Mobility Training	8.5	12.5
Help with Transportation	13.0	18.5

Source: Valdes et al. (1990). *The National Longitudinal Transition Study of Special Education Students: Statistical almanac* (Vol. 1). Menlo Park, CA: SRI International

between boys and girls (Hyde & Linn, 1988). Results on reading achievement, one aspect of verbal skills, are unclear. The National Assessment of Educational Progress (NAEP) and the National Education Longitudinal Study show girls performing better than boys on reading tests. The High School and Beyond Survey shows boys performing better than girls on reading and vocabulary. Differences in results may reflect the different ages sampled in each survey or differences in the tests given. All three surveys show very small differences in achievement between boys and girls (American Association of University Women [AAUW], 1992), except in writing; data from NAEP show girls performing consistently better than boys on writing tasks (Mullis, Owen, & Phillips, 1990).

Gender differences in math achievement appear to be small and shrinking (Friedman, 1989; Mullis, Dossey, Owen, &

Phillips, 1991). A recent NAEP administration showed few differences between boys and girls in math ability at grades 4 and 8 apart from a slight advantage for boys in measurement and estimation. By 12th grade, some differences arose, and boys showed a small advantage in each area except algebra (Mullis et al., 1991).

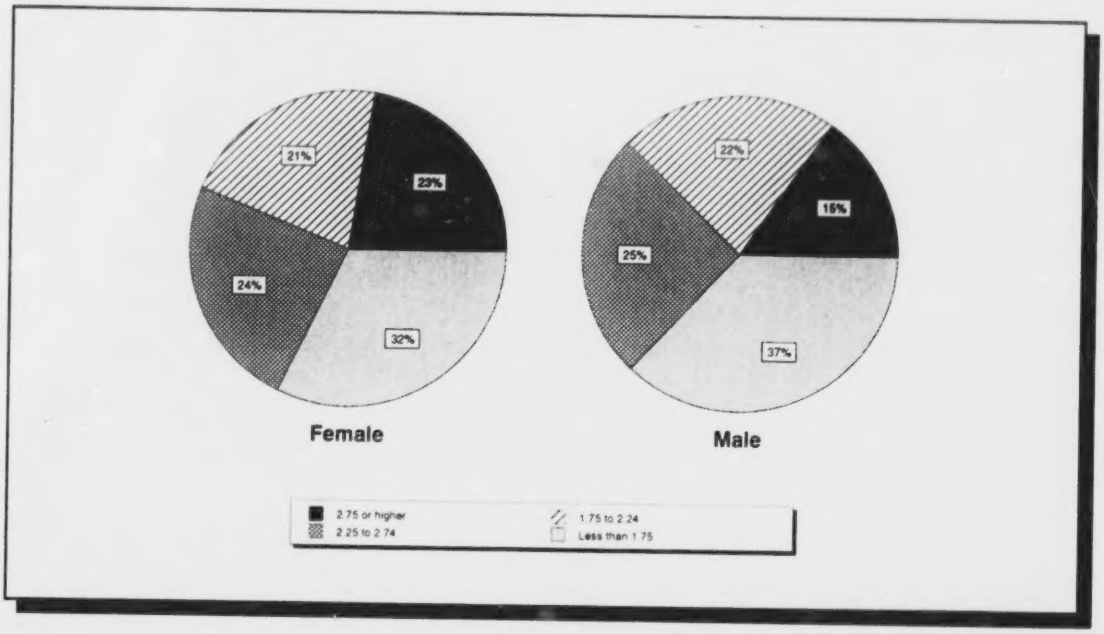
In general education, girls typically receive better end-of-year and end-of-course grades than boys (AAUW, 1992). Again, it is not clear if girls work harder at mastering classroom material, if they have longer attention spans that permit them to acquire knowledge and skills more effectively, or if they are rewarded by teachers for good behavior. Whatever the reason, this pattern of grade accomplishment holds for students in special education as well as in general education. Despite their lower mean IQ scores and the relatively early onset of their developmental difficulties, on average girls in special education receive higher end-of-year and end-of-course grades than boys. Grade point averages for secondary-aged females with disabilities are significantly better than grade point averages for their male counterparts (see figure II-8).

High School Completion. Females with disabilities are slightly more likely than males to graduate from high school and are less likely to be suspended or expelled (see figure II-9). This is also true for females without disabilities (AAUW, 1992). Although females with disabilities drop out of school at about the same rate as males, the reasons differ. Parents report that 23 percent of female dropouts leave school because of marriage or parenthood, compared with only 1 percent of male dropouts (Valdes et al., 1990; Wagner, as cited in Wagner et al., 1991). Both male and female dropouts report disliking school and doing poorly in school (Valdes et al., 1990).

Postschool Results

Despite their better academic performance, females with disabilities have less positive postschool results than their

Figure II-8
Percentage of Secondary-Aged Students with Disabilities with Different Grade Point Averages, by Gender



Note: Percentages may not sum to 100 due to rounding.

Source: Valdes et al., (1990). *The National Longitudinal Transition Study of Special Education Students: Statistical almanac* (Vol. 1). Menlo Park, CA: SRI International.

male peers.[1] They are less likely to be employed, have lower wages, and are less likely to enroll in postsecondary education or training.

Employment. Young men with disabilities are more likely than young women to be employed and to earn more money (Frank, Sitlington, & Carson, 1991; Hasazi, Johnson, Hasazi, Gordon, & Hull, 1989; Kranstover, Thurlow, & Bruininks, 1989; Sitlington & Frank, 1990; Wagner, 1992). After being out of high school for 3 to 5 years, 65.9 percent of males and 48.6 percent of females

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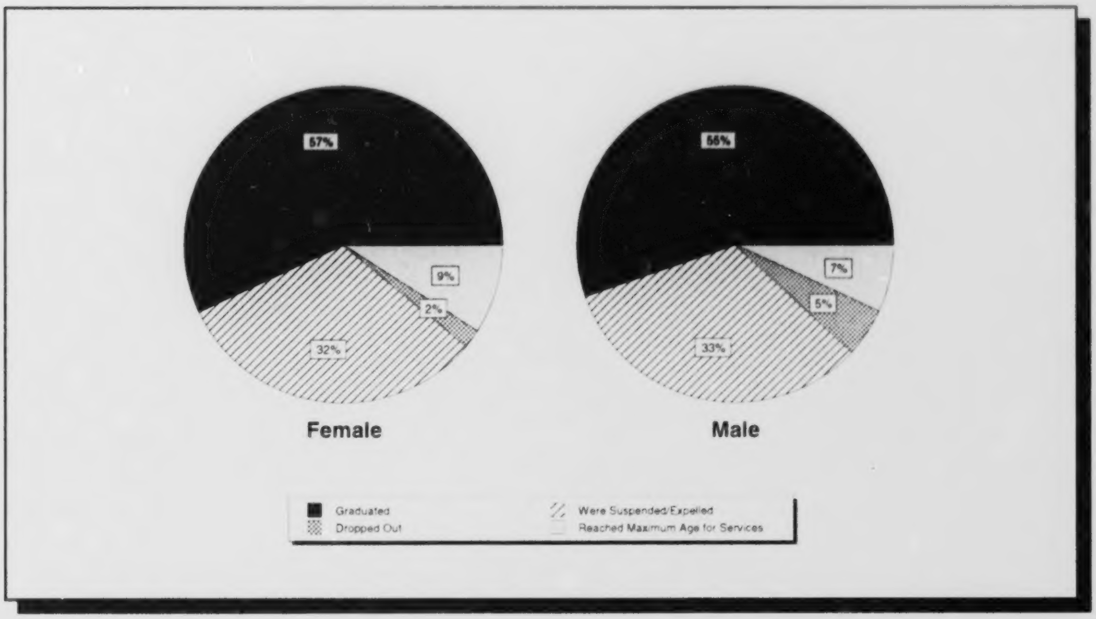
[1] One study (Levine & Edgar, 1994) noted few significant differences in postschool results for men and women with disabilities, except for parenting.

Figure II-9
School Exit Status of Youth with Disabilities, by Gender



Source: Valdes et al., (1990). *The National Longitudinal Transition Study of Special Education Students: Statistical almanac* (Vol. 1). Menlo Park, CA: SRI International.

report having been employed in the past year. When controlling for other factors, young men with disabilities earn $1,814 more per year than young women with disabilities (Wagner, Blackorby, Cameto, & Newman, 1993). Young men earn higher hourly wages than young women and, on average, men work more hours (Sitlington, Frank, & Carson, 1992; Wagner, 1992). The wage gap between men and women is not restricted to those with disabilities, however. In general, women make up 45 percent of the work force, but they work primarily in clerical, service, or professional positions (Fullerton, 1989; Taeuber, 1991). Even when women have the same level of education as men, they earn less.

Several other factors may contribute to the lower incomes earned by women with disabilities. First, many young women with disabilities have children and, consequently, do not work full time. Three to five years after leaving high school, 41 percent of women with disabilities have children of their own, compared with 28 percent of same-aged women in the general population (Wagner, 1992). As described in the next section, young women with disabilities are less likely than young men to enroll in vocationally oriented courses in high school, which may also limit their level of job competitiveness. In addition, young women with disabilities are less likely than men to pursue additional education, training, and rehabilitation after high school.

Postsecondary Education, Training, and Rehabilitation. Fewer women than men with disabilities participate in postsecondary education and training in the years shortly after high school. A larger percentage of women take postsecondary courses at 4-year colleges while a larger percentage of men enroll in job training programs and 2-year colleges (Valdes et al., 1990). This is also true for youth without disabilities; 54 percent of all beginning postsecondary students are female (U.S. Department of Education, 1996). Women with disabilities are also less involved with vocational rehabilitation services than men; this may contribute further to women's economic disadvantage (Gragg, 1997; Menz et al., 1989). Studies have found that the rehabilitation system is more helpful for men who are under 45 years of age, White, better educated, middle class, articulate, aggressive, and motivated (Kirchner, 1987; Stone, as cited in Fine & Asch, 1988). Women who receive vocational rehabilitation services are more likely than men to have their cases closed while not earning wages (Vash, as cited in Fine & Asch, 1988), and women are more likely than men with similar skills and aptitudes to be directed toward traditionally female occupations (Packer, as cited in Fine & Asch, 1988), which often pay low wages.

Independent Community Living. Living independently, marrying, and having children are other aspects of the transition from adolescence to adulthood. Three to five years after leaving high school, almost one-third of young women with disabilities are married, compared with 15 percent of young men. Due to their marital status, young women with disabilities are more likely than young men to live apart from their parents. However, their lower rates of employment and greater social isolation limit their overall independence (Wagner, 1992).

Compliance with community norms and laws is another measure of adjustment. Three to five years after leaving secondary school, 15.8 percent of males and 4.2 percent of females with disabilities have been arrested (Valdes et al., 1990). While in school, males with disabilities are 2.4 times more likely than females to be arrested, controlling for other variables (Doren et al., 1996).

Summary

It is not clear why males are disproportionately represented in special education, although it appears that the disproportion is greatest among those with learning disabilities and emotional disturbance. Maturational gaps between boys and girls may inflate referrals of boys for special education evaluation. It is also possible that although learning disabilities are equally prevalent among males and females, ADD, which can exacerbate the effects of a learning disability, is more prevalent in males than in females. As a result, males with learning disabilities may be more likely than females to be identified by their schools (Felton & Wood, 1989; Lubs et al., 1991; Lyon, 1996). Criteria for eligibility under the emotional disturbance category may also contribute to the overrepresentation of males in special education (Caseau et al., 1994). Consequently, in addition to enrolling fewer females in special education, those females identified with disabilities have a different disability distribution from males in special education.

Girls in special education receive more support services than boys, with the exception of job training. Girls with and without disabilities have better grades in secondary school than boys and are more likely to enroll in 4-year colleges. Boys with disabilities are more likely than girls to enroll in occupationally oriented vocational education in high school and in postsecondary vocational training or 2-year college courses. In the years after high school, young men with and without disabilities are more likely to be employed than young women, work more hours, and earn higher wages. A larger percentage of young women than young men with disabilities live independently, primarily because many women marry shortly after leaving school. Three to five years after leaving high school, almost one-third of young women with disabilities are married, and 41 percent have children. This likely contributes to their reduced employment and wages.

Issues Remaining

Many questions remain about the relationship between gender and disability. Why do female special education students receive better grades than male students, despite having more severe disabilities? To what extent, if at all, are young women with disabilities discouraged from enrolling in training and rehabilitation programs that would prepare them for higher paying jobs? Are males and females treated differently in rehabilitation programs, and, if so, what is the basis for that differential treatment? To what extent do physiological differences between males and females relate to the disproportionate representation of males in special education?

Disaggregated Data on Males and Females with Disabilities

Some steps are being taken to address these issues. Researchers in special education are beginning to recognize the need for analyses that are disaggregated by gender. General and special education research shows that males and females may experience school differently and, as a result, may react differently to interventions or instructional strategies (AAUW, 1992). Consequently, data regarding the issues of gender and disability are gradually becoming available.

Sensitivity to Gender Issues in Education

Many educators are now aware of research showing differences in teacher-student interaction based on gender. Males are more often called on in class and are asked more probing questions by their teachers (Sadker & Sadker, 1994). Increased sensitivity to gender issues in schools will likely affect special education as well as general education. For example, teacher bias in overreferring male students for special education evaluation may be targeted as one aspect of a school's gender-related self-study. Likewise, schools may examine gender biases in counseling; enrolling more female students in vocational education classes may improve their employment and wages.

Issues related to gender in special education are closely tied to understanding gender issues in general education and contemporary culture. Understanding the differences between the behaviors of males and females and culturally defined gender roles is challenging. Awareness of the issues surrounding gender and special education is the first step in making necessary changes in educational practice.

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Students with Emotional Disturbance[1]

PURPOSE: To characterize the population of children with emotional disturbance, present eligibility requirements for their participation in special education, discuss the placements of and services provided to these students and the results that follow for them, and describe OSEP's efforts to improve results for them.

Children and youth with emotional disturbance are a heterogeneous group of young people with a variety of strengths and needs. Much is known about the school and community factors that place young people at risk for developing emotional disturbance and about what must be done to improve school and community results for them. This knowledge has been incorporated into OSEP's *National Agenda for Achieving Better Results for Children and Youth with Serious Emotional Disturbance* (U.S. Department of Education, 1994), which has framed OSEP's recent research and development efforts.

Unfortunately, a gap exists between what is known and what is done to identify and address the strengths and needs of these young people and their families. OSEP is addressing the gap through its Research to Practice efforts, which support the exchange and effective use of research-based knowledge on how to improve results for children and youth with emotional disturbance.

The first section of this module addresses eligibility for services and the characteristics of children with emotional disturbance. The second discusses the educational environments of and services provided to these students and the results that follow for them. The final section presents an overview of what OSEP is doing to improve results for children and youth with emotional disturbance.

Eligibility and Characteristics

Children and youth with emotional disturbance frequently require and receive services from a variety of agencies that apply different eligibility criteria. These young people are also quite diverse in terms of their needs and strengths.

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[1] This module reports on work conducted by the Center for Effective Collaboration and Practice, one of several research centers funded by OSEP.

The students present with a complex range of disabilities, from conduct disorder to schizophrenia. Within this statistically and diagnostically diverse population, females appear to be underrepresented, and African Americans appear to be overrepresented. The following paragraphs elaborate on service eligibility for and the characteristics of these students.

Eligibility for Services

Emotional disturbance is 1 of 12 disability categories specified under IDEA. It is defined as follows:

> "(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
>
> (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
>
> (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
>
> (C) Inappropriate types of behavior or feelings under normal circumstances.
>
> (D) A general pervasive mood of unhappiness or depression.
>
> (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
>
> (ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance" (CFR §300.7 (a) 9).

Children who meet these criteria, as determined by a multidisciplinary team, may receive services under IDEA.

Children under the age of 9 who exhibit delays in social or emotional development may receive services under the developmental delay category.

Other Federal agencies use different eligibility criteria for youth with emotional disturbance. Their definitions cover a broad array of mental health conditions, some of which may also lead to eligibility under IDEA:

- The Center for Mental Health Services' (CMHS) definition covers children under 18. This definition requires the presence of a diagnosable mental, behavioral, or emotional disorder of sufficient duration to meet diagnostic criteria specified within the DSM-IV (*Diagnostic and Statistical Manual of Mental Disorders*, 4th ed.), and which results in a functional impairment that substantially interferes with or limits the child's role or functioning in family, school, or community activities (Substance Abuse and Mental Health Services Administration, 1993).
- The Social Security Administration's (SSA) definition of eligibility for the children's Supplemental Security Income program is the presence of a mental condition that can be medically proven and that results in marked and severe functional limitations of substantial duration.

Children identified under these two definitions may be eligible for services under IDEA or under Section 504 of the Rehabilitation Act of 1973. However, eligibility is not automatic. A child must meet the requirements of the Department of Education's regulatory definition of emotional disturbance to receive services under IDEA (or must meet the requirements of other IDEA eligibility categories). Therefore, identification of a child as emotionally disturbed under the CMHS or SSA definitions does not necessarily lead to identification under IDEA.

States also define emotional disturbance and specify the criteria to be used by local school districts in the identification of children with this disability. Although they must specify criteria that are not inconsistent with the Federal definition, States interpret that definition based on their own standards, programs, and requirements (McInerney, Kane, & Pelavin, 1992). In fact, many States have adopted their own specific terminology and criteria (Tallmadge, Gund, Munson, & Hanley, 1985; Swartz, Mosley, & Koenig-Jerz, 1987; Gonzalez, 1991). Local variation may affect the ability of Federal authorities to monitor the impact of the IDEA Amendments of 1997. According to a 1992 report, "The resulting differences in definition and eligibility criteria make it difficult to evaluate the identification rates of children with serious emotional disturbance" (McInerney et al., 1992, p. 46).

For example, students identified as having conduct disorder are eligible for services in some States, but not in others. Conduct disorder is a persistent pattern of anti-social, rulebreaking, or aggressive behavior, including defiance, fighting, bullying, disruptiveness, exploitiveness, and disturbed relations with both peers and adults (Cohen, 1994; Forness, 1992; Forness, Kavale, & Lopez, 1993). Research suggests that conduct disorder frequently co-occurs with attention deficit hyperactivity disorder (ADHD), reading disabilities, anxiety disorders, and depression (Clarizio, 1992; Hinshaw, Lahey, & Hart, 1993; McConaughy & Skiba, 1993; Zoccolillo, 1992). The literature also suggests that there are no valid theoretical or empirical grounds for differentiating between conduct disorders and other behavioral and emotional disorders and that there are no reliable or socially validated instruments for making such a distinction (Cohen, 1994; Nelson, 1992; Nelson & Rutherford, 1988; Skiba & Grizzle, 1992; Stein & Merrell, 1992).

Children with emotional disturbance may also be socially maladjusted, but to receive services under IDEA, they must satisfy additional requirements. Since IDEA excludes social maladjustment *without* emotional disturbance from the definition of emotional disturbance, some State definitions and eligibility requirements serve to exclude students with conduct disorder (Gonzalez, 1991). Alternatively, some research has found that students with conduct disorder constituted the largest percentage of students with emotional disturbance who were served in day schools and residential schools (Forness, 1992; Forness, Kavale, King, & Kasari, 1994; Sinclair & Alexson, 1992). Children with conduct disorder were the largest diagnostic group in the National Adolescent and Child Treatment Study (Silver et al., 1992). That study was co-sponsored by the National Institute for Disability and Rehabilitative Research (OSERS/NIDRR) and the National Institute of Mental Health. Its purpose was to "describe. . . children with [emotional disturbance] and their families" (Greenbaum et al., 1998, p. 21). Students with conduct disorder were also the largest group served at the 31 sites of the CMHS' Comprehensive Mental Health Services for Children and Their Families program (Doucette, 1997).

In general, the literature documents varying orientations to children with different patterns of behavior. While some of these students are "provided access to therapeutic services, and considered victims of their disorders . . . students who are considered antisocial or socially maladjusted are usually blamed for their aversive and maladaptive behavior patterns and exposed to control, containment, or punishment strategies" (Walker, Stieber, & O'Neill, 1990, p. 62).

Student Characteristics

Students with emotional disturbance who are eligible for services under IDEA typically exhibit mood disorders, anxiety disorders, ADHD, conduct disorders, or other psychiatric disorders (Forness et al., 1994; Mattison & Felix, 1997). Comorbidity of emotional and behavioral disorders is common (Caron & Rutter, 1991; Friedman, Kutash, & Duchnowski, 1996). In addition, the co-occurrence of emotional disturbance and other disabilities may intensify students' behavioral problems and further compromise academic performance. Many students with emotional disturbance are at great risk for substance abuse disorders (Capaldi & Dishion, 1993; Leone, 1991; Leone, Greenberg, Trickett, & Spero, 1989) and negative encounters with the juvenile justice system (Gilliam & Scott, 1987; Leone, 1991). These problems may exacerbate the impact of emotional disturbance and of any co-occurring disabilities.

In comparison with other students, both with and without disabilities, children with emotional disturbance are more likely to be male, African American, and economically disadvantaged. They are also more likely to live with one parent, in foster care, or in another alternative living arrangement (Cullinan, Epstein, & Sabornie, 1992; Marder, 1992; Wagner, 1995). Students with emotional disturbance are particularly vulnerable to environmental changes such as transitions and to a lack of positive behavioral support during transitions. These students' presenting behavior, as well as its intensity, is episodic, subject to change over time (Strayhorn, Strain, & Walker, 1993), and may serve to direct attention away from underlying issues such as depression (McCracken, Cantwell, & Hanna, 1993; Wehby & Symons, 1996; Wehby, Symons, & Shores, 1995). These variations in behavior often result in students with emotional disturbance being blamed for disability-related behavior or subject to negative reactions from their peers and teachers (Forness, Kavale, MacMillan, Asarnow, & Duncan, 1996; Lewis, Chard, & Scott, 1994).

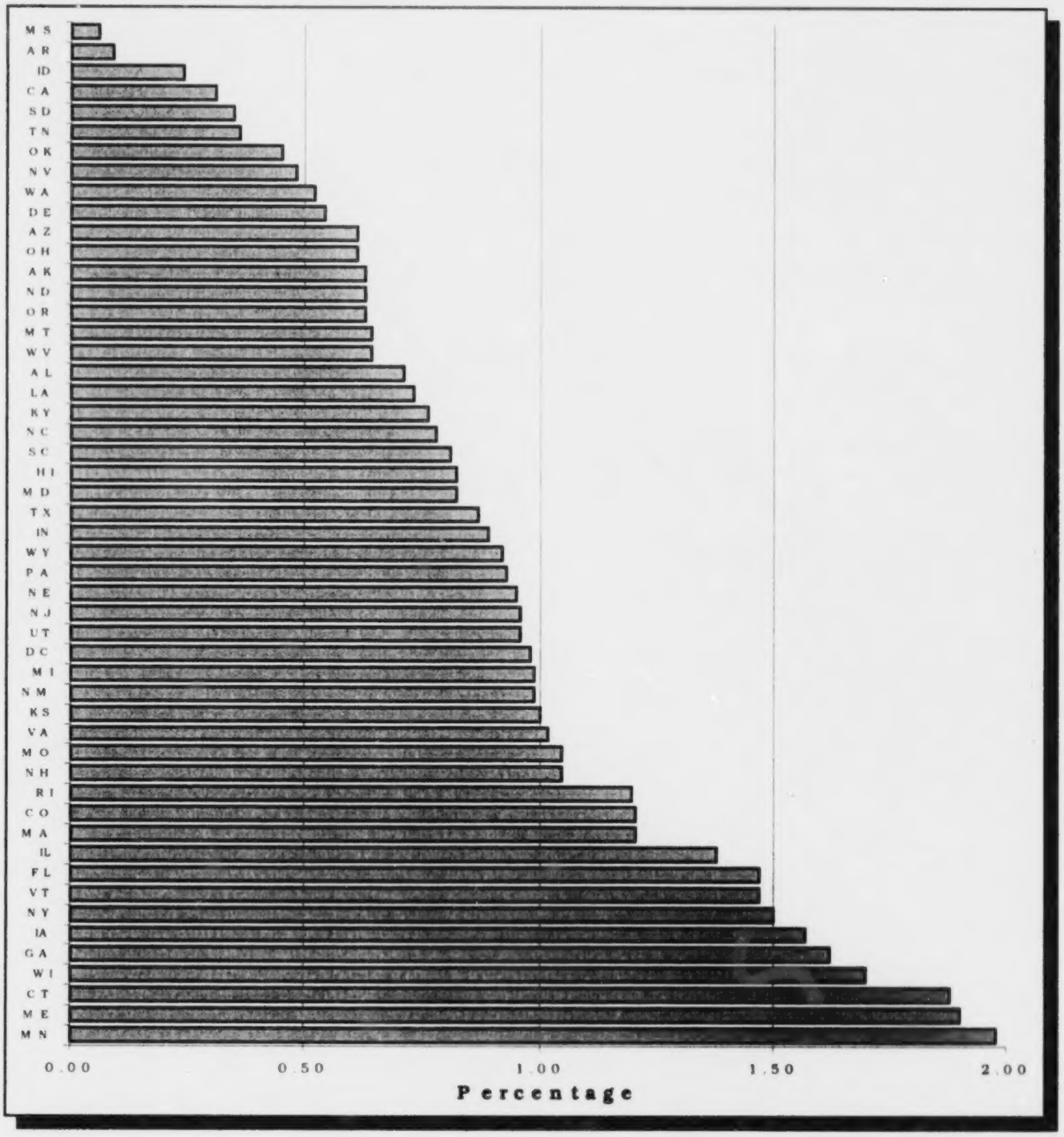
Identification

IDEA requires each State to have in effect a policy ensuring all children with disabilities the right to a free appropriate public education (FAPE) (20 U.S.C. 1412 (1)). Thus, it is the obligation of State educational agencies (SEAs) and local educational agencies (LEAs) to evaluate a child who is suspected of having a disability in order to determine his or her need for special education and related services (Davila, Williams, & MacDonald, 1991). But research suggests that the identification process, as implemented, is often reactive, subjective, limited by a local lack of culturally and linguistically appropriate assessment tools, driven by institutional needs, and constrained by parental concerns about pejorative labels (U.S. House of Representatives, 1997) and inappropriate placement, as well as by the inability of some professionals to collaborate with families or with each other (McInerney et al., 1992; Osher & Hanley, 1996; Smith, 1997).

Nationally, the identification rate for emotional disturbance has remained stable at approximately 0.9 percent since OSEP began collecting these data in 1976 (Oswald & Coutinho, 1995). This rate is significantly less than the predicted prevalence of emotional disturbance within schools. For example, the U.S. Department of Education's *Second Annual Report to Congress on the Implementation of P.L. 94-142* estimated a prevalence rate of 2 percent for students with emotional disturbance (U.S. Department of Education, 1980). Similarly, many experts believe that an identification rate of 3-6 percent would be more accurate (Eber & Nelson, 1994; Friedman et al., 1996; Grosenick & Huntze, 1980; Institute of Medicine, 1989; Kauffman, 1994; Smith, Wood, & Grimes, 1988). In fact, mental health epidemiological studies suggest even higher rates of diagnosable psychological and psychiatric impairments in youth (Costello et al., 1988; Friedman et al., 1996; McInerney et al., 1992). There is also great variation in State and local identification rates. One example is the 33-fold difference between the lowest and highest State identification rates of school-aged youth for the 1996-97 school year (see figure II-10 and table AA13, p. A-40, which presents the actual rates).

Identification rates are lower for girls and young women among students identified with emotional disturbance (U.S. Department of Education, 1994). In the National Longitudinal Transition Study (NLTS), more than three-fourths (76.4 percent) of secondary students with emotional disturbance were male, the highest proportion of males to females in any of the disability categories (Marder & Cox, 1991). Lower identification rates among females have been attributed to an assessment and identification process that is subjective (Walker & Fabre, 1988; Wehby, Symons, & Hollo, 1997), and largely driven by how schools operationalize behavioral norms and standards (Gerber & Semmel, 1984; Talbott, 1997; Walker & Severson, 1990). Some researchers and theorists have proposed that the apparent underidentification of girls and young women may also be due to the different ways in which emotional disturbance is manifested in females (Zahn-Waxler, 1993). Girls and young women are more likely to exhibit internalizing problems such as anxiety and depression that do not

Figure II-10
Students Ages 6-21 Identified as Having Emotional Disturbance in the 50 States and the District of Columbia



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

usually interfere with classroom management, while males are more likely to demonstrate the externalizing behaviors that do disrupt the classroom. Other possible explanations include the gender-specific expectations of teachers and evaluators (Caseau, Luckasson, & Kroth, 1994; Talbott & Lloyd, 1997) and a lack of gender-appropriate diagnostic criteria (Zoccolillo, 1993). Although some screening and assessment tools are available to aid in the identification of withdrawn, isolated students and others who internalize their problems, those tools are used infrequently. Teachers, the primary gatekeepers in the identification process, are more likely to identify students who exhibit externalizing behaviors (Boggiano & Barrett, 1992; Caseau et al., 1994; Gresham, MacMillan, & Bocian, 1996; Kazdin, 1990; Walker & Severson, 1990). Interestingly, a new assessment tool (Epstein & Cullinan, 1998), incorporating national norms derived from students with emotional disturbance and from their nondisabled peers, explicitly addresses the specific, multiple characteristics of emotional disturbance in the IDEA definition. The instrument also incorporates a subscale on social maladjustment, providing for distinctions between emotional disturbance with or without social maladjustment, and vice versa.

While females appear to be underrepresented among students identified with emotional disturbance, African Americans appear to be overrepresented. Research suggests that the high identification rates for African Americans may be due both to teacher expectations regarding normative behavior (Horowitz, Bility, Plichta, Leaf, & Haynes, 1998; McLaughlin & Talbert, 1992; Metz, 1994) and to a paucity of culturally sensitive and linguistically appropriate assessment instruments (Harry, 1994). Culturally competent approaches are needed to work effectively with racially and ethnically diverse students and families (Cross, Bazron, Dennis, & Isaacs, 1989; Comer, 1996; Isaacs-Shockley, Cross, Bazron, Dennis, & Benjamin, 1996). Culturally relevant and responsive techniques can increase the efficacy of both primary prevention efforts (Comer, 1996) and targeted prereferral strategies (Zins, Coyne, & Ponti, 1988).

Table II-7
Percentage of Students with Disabilities Identified as Having Emotional Disturbance (1995-96)

Age	*6-7 years*	*8-9 years*	*10-11 years*	*12-13 years*	*14-15 years*	*16-17 years*
Percentage	3.5%	5.6%	7.3%	10.2%	13.1%	13.0%

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Although many children with emotional disturbance exhibit problems at an early age (Knitzer, 1996; Marder, 1992), students with this disability are usually identified later than those with other disabilities, despite the availability of valid and reliable screening tools. Research suggests that behavioral and emotional problems identified during adolescence can often be linked to early childhood behavioral patterns (Hinshaw et al., 1993; Walker, Colvin, & Ramsey, 1995; Walker, Shinn, O'Neil, & Ramsey, 1987; Walker et al., 1990). Early intervention appears to be both possible and cost effective (Forness et al., 1996; Hinshaw, Han, Erhardt, & Huber, 1992; Knitzer, 1996; Walker, 1995; Zigler, Taussig, & Black 1992).

Table II-7 shows the percentage of students with disabilities who were identified as having emotional disturbance in 1995-96 by age.

Educational Environments and Services

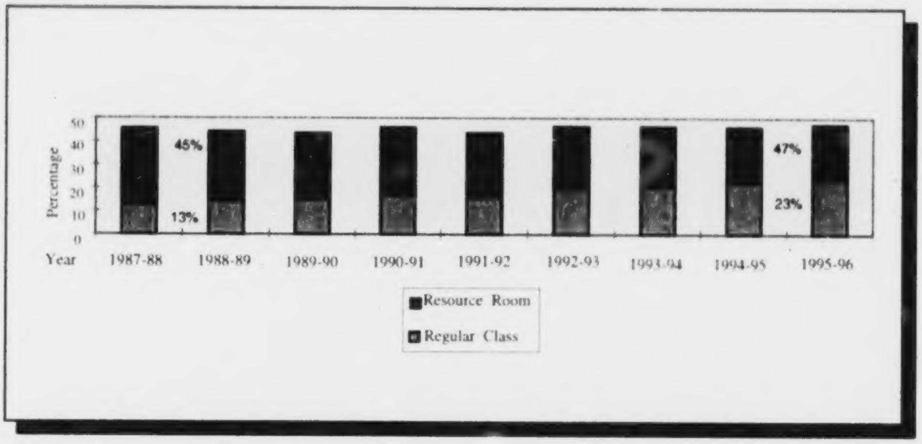
Once identified, students with emotional disturbance are served in a variety of settings, with placement rates varying by States and localities. For example, in 1994-95, 80 percent of Iowa's students with emotional disturbance and 78 percent of Vermont's were served in regular schools. In contrast, some other States served less than 20 percent of their students with emotional disturbance in such environments. In general, educational environment and service decisions are often driven by the availability of resources

(Hallenbeck, Kauffman, & Lloyd, 1995; Kauffman & Smucker, 1995).

The majority of students with emotional disturbance continue to receive most of their services in environments that separate them from students who do not have emotional disturbance. Between 1984-85 and 1994-95 the percentage of students receiving services in special classes, day schools, and residential facilities ranged from 54 percent to 57 percent. The restrictiveness of these environments contrasts with the environments of most students with disabilities. This is particularly true for students who, in the absence of appropriate school or community-based services, had to receive services in residential settings or at home. During 1995-96, 4.78 percent of students with emotional disturbance were served in residential settings, in hospitals, or at home, in contrast to 1.22 percent of all students with disabilities. The percentage of students with emotional disturbance reported to be receiving the majority of their education, special education, and related services in regular classrooms increased from 12 percent in 1984-85 to 23 percent in 1995-96. Figure II-11 displays the percentages of students with emotional disturbance served in resource rooms or regular classes from 1987-88 to 1995-96.

The diminished use of resource rooms may be significant because, although some students can succeed in regular classes, research suggests that many of these students and their teachers do not currently receive the supports that they need to succeed in regular class environments, particularly at a time of rising academic and behavioral standards (Eber & Nelson, 1994; Lewis et al., 1994). According to the NLTS, of the students with emotional disturbance who were served in regular education environments, only 11 percent had behavior management plans. In the same study, just 6 percent of the regular education teachers serving students with emotional disturbance received the support that teachers identify as being most important--a reduced teacher-student ratio (Marder, 1992; Wagner, 1995). Three key provisions in the IDEA Amendments of 1997 address these issues. The first provision is that regular educators and general education must be

Figure II-11
Percentage of Children with Emotional Disturbance Ages 6-21 Served From 1987-88 Through 1995-96 in Regular Classes and Resource Rooms



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

included in the development of individualized education programs (IEPs). The second is that IEP teams must explore the need for strategies and support systems to address any behavior that may impede the learning of a child with a disability or that of his or her peers. The third provision requires States to address the needs of in-service and preservice personnel, as they relate to the development and implementation of positive intervention strategies.

Some schools achieve high outcomes for students with emotional disturbance. During the winter of 1997-98, OSEP and the Safe and Drug Free Schools (SDFS) program in the Office of Elementary and Secondary Education collaboratively supported a research project to identify such schools and synthesize information that could help other schools replicate effective programs. The results of the study were included in a special report titled *Safe, Drug-Free Schools, and Effective Schools for ALL Students: What Works!* (Quinn, Osher, Hoffman, & Hanley, 1998). These schools have high behavioral and academic expectations and provide students and staff with the support needed to achieve those standards. They combine schoolwide prevention efforts with early intervention for students who are at risk of developing emotional disturbance, and individualized services for students already identified with emotional disturbance. These schools also provide students with positive behavioral supports, offer ongoing training and support to staff, collaborate with families, and coordinate services (Mayer, 1995; Nelson, Crabtree, Marchand-Martella, & Martella, 1998; Quinn et al., 1998; Sugai & Horner, in press).

Unfortunately, in some other schools, the support services that students and teachers receive are often fragmented, inadequate, or inappropriate (Grosenick, George, & George, 1987; McLaughlin, Leone, Warren & Schofield, 1994; Smith & Farrell, 1993). Some schools unintentionally set the stage for or reinforce inappropriate behavior (Gunter, Denny, Jack, Shores, & Nelson, 1993; Shores, Gunter, & Jack, 1993). Staff may emphasize behavioral management and a "curriculum of control" instead of engaging students' interests and supporting their emotional needs (Knitzer et al., 1990; Zabel, 1988). Some programs frequently fail to address students' individual needs (Cessna & Skiba, 1996; Dunlap & Childs, 1996; Reiher, 1992; Neel, Alexander, & Meadows, 1997), or use strategies that are not empirically supported (Scheuermann, Webber, Partin, & Knies, 1994; Smith & Farrell, 1993). In sum, services for students with emotional disturbance often do not provide them with the supports that would enable them to succeed: tutoring, counseling, schoolwide behavior support plans, and collaboration with families and other service providers (Cheney & Osher, 1997; Eber, 1996; Marder, 1992; McLaughlin, Leone, Meisel, & Henderson, 1997; Myles & Simpson, 1992; Nelson & Colvin, 1996; Quinn, Gable, Rutherford, Nelson, & Howell, 1998; Valdes, Williamson, & Wagner, 1990; Wagner, Blackorby, & Hebbeler, 1993).

Results

Not surprisingly, many students with emotional disturbance experience poor academic results. They fail more courses, earn lower grade point averages, miss more days of school, and are retained at grade more than students with other disabilities (Wagner, Blackorby, & Hebbeler, 1993). Fifty-five percent leave school before graduating; only 42 percent graduate (Wagner, 1995). School factors such as a lack of academic and social supports, reactive teaching styles, and frequent placement changes contribute to poor results (Kortering & Blackorby, 1992; Mayer, 1995; Munk & Repp, 1994; Osher & Hanley, 1996; Rumberger & Larson, 1994).

Gender, race, and poverty mediate service provision and results for students with emotional disturbance. (Kortering & Blackorby, 1992; Osher & Hanley, 1995; Valdes et al., 1990). Males, African Americans, and students with family income under $12,000 are more likely to be placed in restrictive settings, less likely to receive counseling in school, less likely to graduate, and more likely to drop out of school than their female, White, and more affluent counterparts. For example, students with family incomes under $12,000 are almost 2.5 times more likely to drop out of school than those whose families earn over $25,000 (Osher & Osher, 1996).

Failure to address the needs of students with emotional disturbance is a portent for poor community results as well as poor academic results. Researchers conducting the NLTS found that within 3 to 5 years of leaving school, 48 percent of young women with emotional disturbance were mothers, as compared to 28 percent of young women with other disabilities. Fifty-eight percent of the students with emotional disturbance had been arrested, versus 19 percent of those with other disabilities. And 10 percent of youth with emotional disturbance were living in a correctional facility, halfway house, drug treatment center, or "on the street"--twice as many as among the students with other disabilities (Wagner, 1995; Wagner, Blackorby, Cameto, Hebbeler, & Newman, 1993).

Improving Results

In the past two decades, researchers and practitioners have developed an extensive knowledge base about children with emotional disturbance. These intensive research efforts suggest that results for students with emotional disturbance can be improved through interventions that are sustained, flexible, positive, collaborative, culturally appropriate, and regularly evaluated. These interventions should have multiple components tailored to individual needs; they should build on the strengths of youth and their families, address academic as well as social concerns, be implemented by trained and supported practitioners, and be continually evaluated (Carpenter & Apter, 1988; Clarke et al., 1995; Eber, Nelson, & Miles, 1997; Epstein, Nelson, Polsgrove, Coutinho, Cumblad, & Quinn, 1993; Huntze, 1988; Knitzer, Steinberg, & Fleisch, 1990; McLaughlin et al., 1994; Nelson & Rutherford, 1988; Peacock Hill Working Group, 1991; Stroul & Friedman, 1996; Sugai, Bullis, & Cumblad, 1997).

OSEP continues to play an active role in developing and applying knowledge to improve results for young people with emotional disturbance. OSEP-supported research projects like the National Needs Assessment in Behavior Disorders and the NLTS have helped pinpoint problem areas in these students' development and have made significant contributions to the development of promising approaches to early intervention and school discipline (e.g., Walker et al., 1995). OSEP research investments have developed tools such as functional behavioral assessments to identify and address the needs of individual students (Horner, 1994; Umbreit & Blair, 1997; Wehby et al., 1997). OSEP has also supported demonstration projects that build on research in children's mental health (e.g., Stroul, Lourie, Goldman, & Katz-Leavy, 1992) to create flexible, results-driven, family responsive services and comprehensive education and support systems to reduce the need for restrictive out-of-home placements (Petr, 1994; Stroul & Friedman, 1996).

This knowledge base was influential in the development of The *National Agenda for Achieving Better Results for Children and Youth with Serious Emotional Disturbance* (U.S. Department of Education, 1994). To create this agenda, OSEP garnered extensive input from researchers, practitioners, and families (Smith & Coutinho, 1997) to "focus the attention of educators, parents, advocates, and professionals from a variety of disciplines on what is needed to be done to encourage, assist, and support our nation's schools in their efforts to improve the educational process to achieve better outcomes for children and youth with serious emotional disturbance" (Osher, Osher, & Smith, 1994). The agenda featured seven interdependent targets: expanding positive learning opportunities and results, strengthening school and community capacity, valuing and addressing diversity, collaborating with families, promoting appropriate assessment, providing ongoing skill development and support, and creative comprehensive and collaborative systems (U.S. Department of Education, 1994).

The National Agenda has served as the basis for State planning and evaluation efforts such as the Serious Emotional Disturbance Network (SEDNET, 1996). It is also the foundation of Federal interagency collaboration on issues of concern to children with emotional disturbance and their families. In a cooperative effort, the Department of Health and Human Services and the Department of Justice, OSERS, the Head Start Bureau, the Children's Bureau, CMHS, and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) co-sponsored an invitational conference entitled "Making Collaboration Work for Children, Youth, Families, Schools and Communities." This project brought together youth and their families with researchers, practitioners, administrators, and public officials. The meeting highlighted exemplary programs and documented the extent to which all service areas work simultaneously to serve children and families. The conference also delineated what is necessary to ensure effective interagency collaboration (Bullock & Gable, 1997; U.S. Department of Education, 1996; U.S. Department of Education, 1997). In the same vein, OSEP has joined with OJJDP and CMHS to fund collaborative research and technical assistance efforts on education's role in systems of care and in the prevention of juvenile delinquency.

OSERS has made the National Agenda the basis for targeting OSEP's research to practice investments in the field of childhood and youth emotional disturbance. OSEP currently funds projects that focus on prevention, positive approaches to learning, cultural competence, and assessment of children with emotional disturbance. In fiscal year 1998, the National Agenda became a Focus Area under OSEP's Model/Demonstration priority, and three new awards were granted to support comprehensive programs that implement services in conformance with the seven target areas of the Agenda.

OSEP continues to address the gap between research and practice--between what is known and what is done. The Center for Effective Collaboration and Practice, housed at the American Institutes for Research, was created to promote a national reorientation toward fostering the development and adjustment of children with or at risk of emotional disturbance. The Center engages in strategic activities intended to help family members, practitioners, administrators, researchers and policy makers collaborate effectively in the efficient production and use of knowledge to improve results for children with or at risk of emotional disturbance. In the summer of 1998, the Center teamed with the National Association of School Psychologists, in a special collaborative project jointly led by the Departments of Education and Justice and in response to President Clinton's directive, to produce *Early Warning--Timely Response: A Guide to Safe Schools*, which was disseminated to all American schools in the fall. The guide emphasized the importance of child-centered and school- and community-supported prevention and intervention approaches.

Summary

Children and youth with emotional disturbance have a variety of needs and receive services that vary by State. Nationally, these students often realize poor school and community results. Such results tend to reflect fragmented, inappropriate, inadequate, and tardy interventions that frequently fail to address the complex factors that contribute to emotional disturbance.

Fortunately, a great deal is known about how to improve results for students with emotional disturbance. OSEP is working to promote culturally appropriate, child-and family-centered, sustained, flexible, collaborative, positive, data-based interventions with multicomponent treatments. These interventions should be built on the strengths of youth and their families, be subject to ongoing evaluation, and be tailored to students' individual needs. The accumulated knowledge base created and refined through various OSEP-sponsored projects is reflected in *The National Agenda for Achieving Better Results for Children and Youth with Serious Emotional Disturbance.* OSEP has used this agenda to target research to practice investments and as the foundation for collaboration with other Federal partners.

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SECTION III

SCHOOL PROGRAMS AND SERVICES

Modules

1. *Special Education Teachers: National Trends in Demand and Shortage*
2. *Using IFSPs with Preschoolers*
3. *Educational Environments for Students with Disabilities*
4. *Funding for IDEA*
5. *State Progress in Use of Interagency Agreements*

Special Education Teachers: National Trends in Demand and Shortage[1]

There is a serious shortage of special education teachers (Boe, Cook, Bobbitt, & Terhanian, 1998; Smith-Davis & Billingsley, 1993). For example, in 1994, more than 50 percent of schools with vacancies in special education and selected other areas had difficulty filling the positions (Darling-Hammond, 1997). Congress noted in the IDEA Amendments of 1997 that "supporting high-quality, intensive professional development for all personnel who work with" children with disabilities is a critical element for ensuring the effective education of these children (§601(c)(5)(E)).

PURPOSE: To describe the trends in demand for teachers, the extent of teacher shortages in both quantity and qualifications, and the teacher shortage as it pertains to specific age groups.

The demand for teachers in public education is commonly defined as the number of teaching positions that have been established and funded (Barro, 1992).[2] Because all States require that teaching positions be filled with fully certified teachers (Andrews, Andrews, & Pape, 1996),[3] the demand for teachers should ideally match the demand for teachers who are fully certified.

However, teaching positions are not always filled by fully certified teachers. Therefore, it is possible to distinguish between two types of teacher shortages, as follows:

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[1] This module reports in part on work conducted by Erling Boe, Ph.D., at the Center for Research and Evaluation in Social Policy, University of Pennsylvania, and George Terhanian, at the Gordon S. Black Corporation.

[2] Demand thus defined is also referred to as the "total demand" for teachers to distinguish it from the "annual demand" for individuals to be hired as newly employed teachers each year to fill open positions. This distinction will be used later in this module.

[3] Teacher certification is the most basic qualification established for teachers. While there are other important dimensions of teacher quality (Kennedy, 1992), the most readily available national information on the quality of special education teachers is their certification status for the positions to which they are assigned. For these reasons, only the certification dimension of teacher quality is considered in this module.

- a *quantity shortage* of teachers, which is a shortage in the number of individuals who are available to fill *all* established and funded teaching positions, thereby leaving some positions vacant, and/or
- a *quality shortage* of teachers, which is a shortage in the number of teachers who are fully certified for their positions *and* available to fill vacant teaching positions.

Until recently, national data have not been available on the *quantity* shortage of special education teachers because the number of vacant teaching positions has been combined with the number of employed teachers who were not fully certified (i.e., quality shortage). However, since OSEP's publication of the *Eighteenth Annual Report to Congress*, information about the number and percentage of unfilled teaching positions in special education has been reported (OSEP, 1996).

With respect to the *quality* shortage of special education teachers, national data have been reported annually to Congress on the number of teaching positions in special education that have *not* been filled with teachers who were fully certified in their positions (e.g., OSEP, 1990). These data, as well as data from other sources, have demonstrated a substantial national shortage of fully certified special education teachers (Boe, Cook, et al., 1998).

One of the fundamental responsibilities of education policy makers and administrators is to ensure that all the teaching positions in our nation's public schools are filled by teachers who are fully certified for their positions. In continuing efforts to fulfill this responsibility, policy makers and administrators could benefit from basic information about the extent to which past initiatives have failed, as quantified by sound statistics about continuing teacher shortages. Information about special education teachers that should be useful to policy makers and administrators includes:[4]

- trends over time in the growth of demand for teachers;
- trends over time in shortages of teachers;
- the extent of teacher shortages in both quantity and quantity;
- the extent of teacher shortages in relation to the age level of students served (i.e., ages 3-5 or ages 6-21); and
- the patterns and trends in retention of special education teachers.

This module discusses aspects of the national teaching force in special education for 9 school years, from 1987-88 through 1995-96, to provide a basis for better understanding the problem of teacher shortages in this field.[5] All data reported are for the U.S. and Outlying Areas. Statistics from OSEP's Data Analysis System (DANS) for school years 1987-88 through 1995-96 were abstracted and analyzed and the results presented in a series of figures showing trends over time in several aspects of teacher shortage. DANS contains population data on special education students and teachers (counted in full-time equivalent units (FTEs)) that have been reported by all States. More detailed information about the data in DANS is available from Westat (1997).

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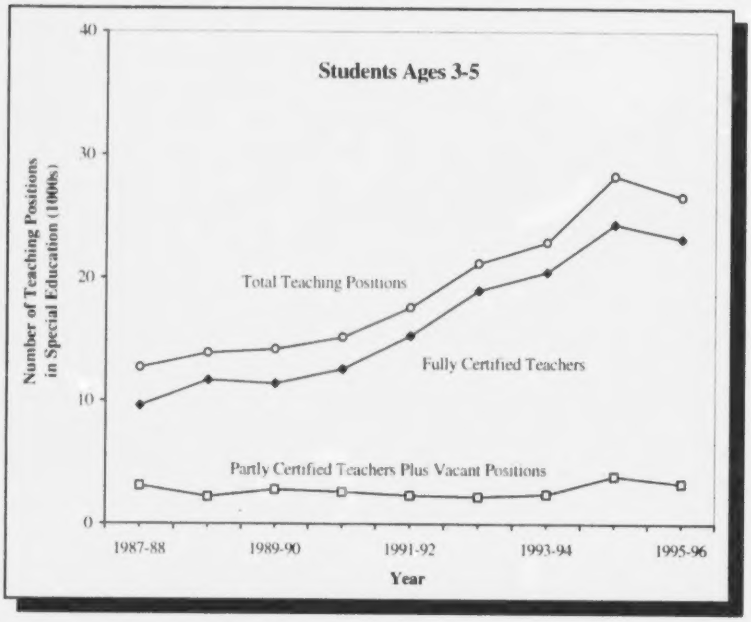
[4] In addition to the information about the demand and shortage of special education teachers identified, other detailed information about the supply of special education teachers should also be useful. Though beyond the scope of this module, national data about the supply of special education teachers can be found in Boe, Cook, Kaufman, & Danielson, 1996, and Boe, Cook, et al., 1998.

[5] School year 1987-88 was chosen as the base year because it was the first year for which data were reported separately for teachers serving students with disabilities ages 3-5 years and ages 6-21 years. School year 1995-96 is the last year for which data are currently available.

Figure III-1
Number of Teaching Positions, Fully Certified Teachers, and Partially Certified Teachers Plus Vacant Positions[a] in Special Education for Students Ages 3-5 with Disabilities by School Year



[a] Numbers of positions and teachers are reported as FTEs.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

How Large Is the Shortage of Teachers in Special Education?

Teachers for Students Ages 3-5 with Disabilities

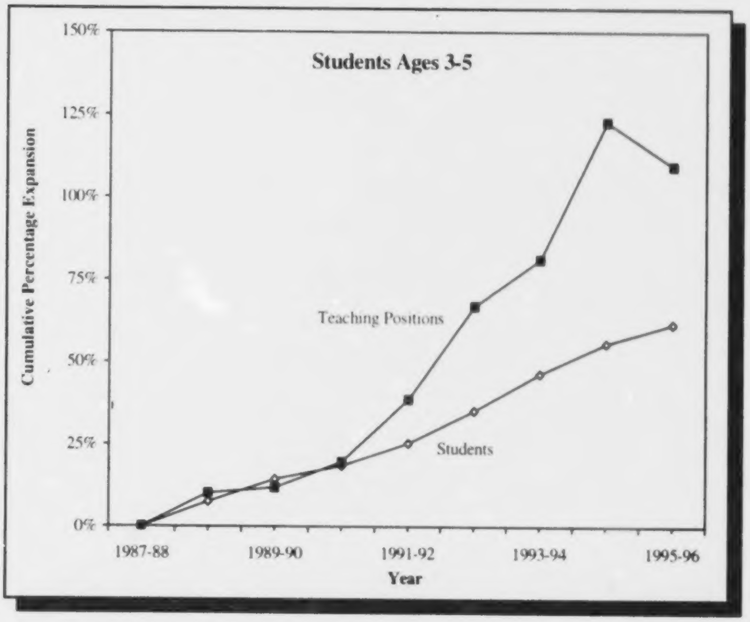
Dramatic growth in the number of total teaching positions nationally for students ages 3-5 with disabilities is shown in figure III-1. From 1987-88 to 1995-96, demand increased by more than 100 percent from about 13,000 to about 27,000 teachers. Figure III-1 also shows that the shortage of fully certified teachers during the same period fluctuated between 2,000 and 4,000. Thus, despite rapid growth in demand for teachers for students ages 3-5, the shortage did not increase correspondingly but actually decreased. This trend demonstrates that special education was reasonably successful in meeting the increasing demand for teachers for students ages 3-5.

After 8 years of rapid growth in teacher demand for students with disabilities ages 3-5, figure III-1 shows a sudden and sharp decline in demand (1,700 teaching positions) in 1995-96. This decline was not paralleled by a decline in the number of students ages 3-5; the number of these students continued to increase steadily throughout the 9-year period as shown in figure III-2. One possible explanation for the observed decline in teacher demand from 1994-95 to 1995-96 is the increasing inclusion of students with disabilities in general education classrooms. Although few data are available to support this hypothesis, future studies should address this possibility because of its significance to policies regarding teacher preparation and supply. Despite the 1-year decline in teacher demand for the 1995-96 year, it should be noted that the demand for teachers in this year was still substantially higher than it was 2 years earlier, with the peak demand observed in 1994-95. Therefore, data for years beyond 1995-96 are needed to see if the observed downturn in demand is a temporary event or a sustained trend.

Teachers for Students Ages 6-21 with Disabilities

In contrast with the rapid growth in teacher demand for students ages 3-5, the growth in the number of total teaching positions nationally for students ages 6-21 with disabilities has been gradual (figure III-3). From 1987-88 to 1995-96, demand increased by 15 percent from about 284,000 to about 328,000 teachers. Figure III-3 also shows a reasonably stable level of shortage, averaging about 27,000 fully certified teachers during this 9-year period.

Figure III-2
Cumulative Percentage of Annual Growth in the Number of Students Ages 3-5 with Disabilities Compared with the Cumulative Percentage of Annual Expansion of Teaching Positions[a] in Special Education for These Students by School Year

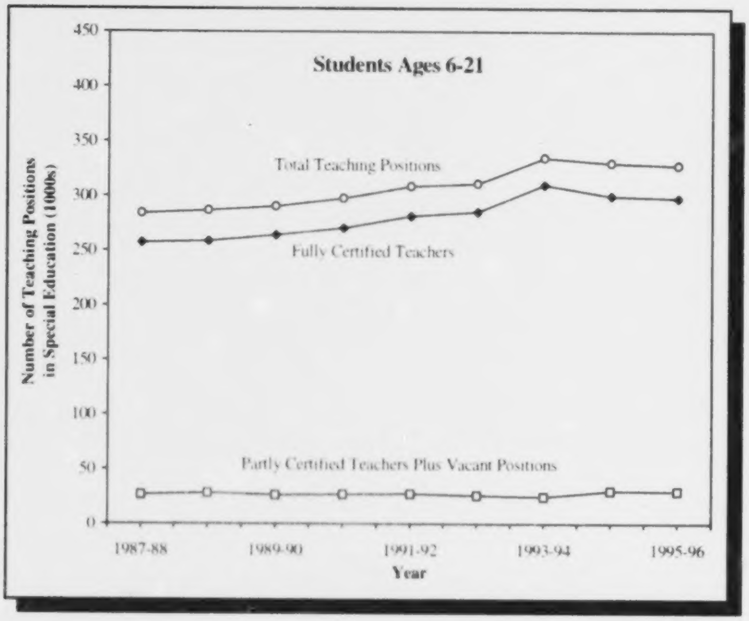


a/ Teaching positions reported as FTEs.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Despite the gradual growth in demand for teachers for students ages 6-21, the shortage did not increase correspondingly; rather it remained relatively constant at approximately 9 percent. This finding demonstrates a long-term shortage of teachers for students ages 6-21 with disabilities and demonstrates that special education has not been successful in reducing this shortage during the 9-year period studied.

Figure III-3
Number of Teaching Positions, Fully Certified Teachers, and Partially Certified Teachers Plus Vacant Positions[a] in Special Education for Students Ages 6-21 with Disabilities by School Year

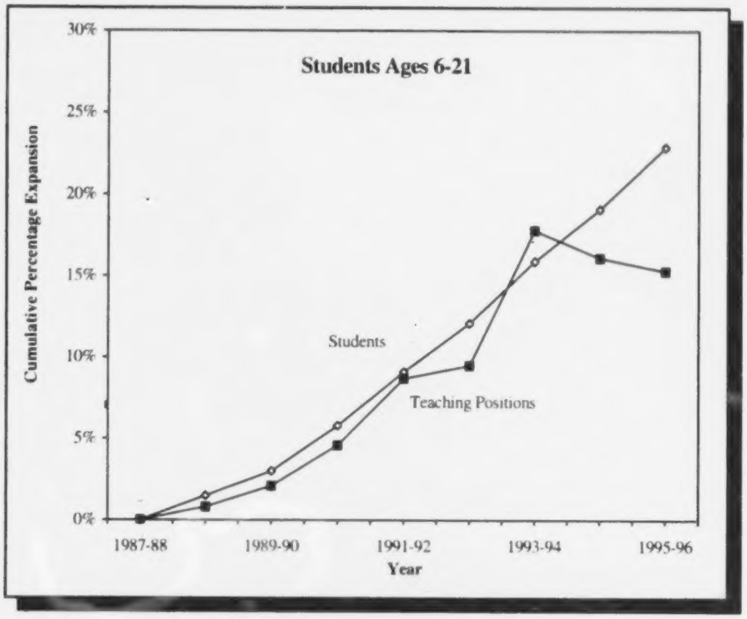


a/ Numbers of positions and teachers are reported as FTEs.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

After 7 years of steady growth in the need for teachers for students ages 6-21 from 1987-88 through 1993-94, a gradual decline in demand began in 1994-95 and continued in 1995-96, as seen in figure III-3. Specifically, the decline in demand was from about 335,000 teachers in 1993-94 to about 328,000 teachers in 1995-96 (i.e., a decline in demand for 7,000 teachers, or 2.1 percent, during the 2 most recent years studied). This decline in teacher demand was not paralleled by a decline in the number of students ages 6-21. Figure III-4 shows that the number of such students continued to increase steadily throughout the 9-year period.

Figure III-4
Cumulative Percentage of Annual Growth in the Number of Students Ages 6-21 with Disabilities Compared with the Cumulative Percentage of Annual Expansion of Teaching Positions[a] in Special Education for These Students by School Year



a/ Teaching positions reported as FTEs.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

As is the case for teacher demand for students ages 3-5, the recent decline in teacher demand for students ages 6-21 could be explained by increasing inclusion of students with disabilities into general education classrooms. Although few data are available to support this hypothesis, States have reported to OSEP anecdotally that some or all of the decline is attributable to increasing inclusion. A chronic shortage remains of about 27,000 fully certified special education teachers as well as an annual national demand for about 23,000 entering teacher hires in special education for students ages 6-21 (Boe, 1997).[6]

The significance of the chronic shortage of fully certified teachers for students with disabilities ages 6-21 can be viewed from at least two perspectives. The first perspective is to contrast the shortage of special education teachers with the shortage of general education teachers. Evidence suggests that, for students in grades K-12, the shortage of general education teachers averaged about 3.5 percent less than that of special education teachers (Boe, 1997).[7]

The second perspective is to relate the chronic shortage of fully certified special education teachers to the production of teacher preparation programs in special education. Such programs produced about 18,000 degree graduates (bachelor's plus master's levels) in 1993 (Snyder & Hoffman, 1995), about 6,000 of whom were already employed as teachers at the time of graduation (Boe, Bobbitt, Cook, & Paulsen, 1998). Thus, only about 12,000 graduates were available to serve as newly hired teachers. In addition, there is a demand for about 28,000 entering teacher hires each year in special education--a demand that will be filled in part by about 7,000 partly certified entering teachers. These partly certified entering teachers, along with about 20,000 partly certified continuing teachers, comprise the chronic shortage of about 27,000 fully certified teachers (1993-94 data from Boe, Bobbitt, Cook, Barkanic, & Maislin, 1998, and from Boe, 1997). It is apparent that the shortage of about 20,000 fully certified continuing teachers, as well as the need to hire another 23,000 entering teachers each year, represents a difficult

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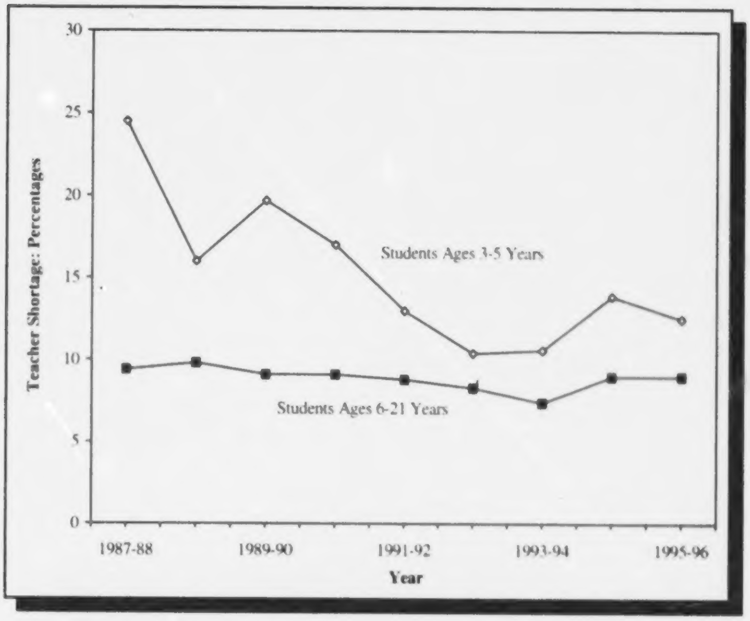
[6] The annual demand for "entering teacher hires" refers to open teaching positions that are not filled by fully certified, employed teachers who continue from 1 year to the next, even though many switch positions between school years. For example, thousands of general education teachers switch to special education each year to fill open positions. The remaining open positions in special education need to be filled by individuals entering the employed teaching force each year, thereby filling the annual demand for "entering teacher hires."

[7] The shortage percentage for general education teachers (7 percent) is based on data from the *Schools and Staffing Surveys of the National Center for Education Statistics*, U.S. Department of Education, for students in grades K-12 in public schools during the school years 1987-88, 1990-91, and 1993-94. Comparable data from these surveys indicate that the shortage of special education teachers averaged about 10.5 percent.

Figure III-5
Teacher Shortage Percentages for Students Ages 3-5 and 6-21 with Disabilities by School Year



Note: Shortage is defined as the percentages of FTE teaching positions in special education that were (1) filled by teachers who were not fully certified for the position to which they were assigned and (2) were vacant.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

hurdle for the field to overcome--a hurdle that has proven to be insurmountable thus far since the chronic shortage of teachers has persisted for so many years.

Comparison of Teacher Shortage Trends

In contrast with figures III-1 and III-3, which presented trends in the *number* of teachers who were not fully certified combined with vacant positions (i.e., the quality teacher shortage) for students ages 3-5 and 6-21 with disabilities, respectively, figure III-5 presents these shortages as percentages of total teacher demand. The shortage of fully certified teachers for students ages 6-21 with disabilities held fairly constant at about 9 percent, while the percentage shortage of teachers for students ages 3-5 has been much higher. The shortage of teachers for the 3-5 age group has varied considerably over the 9-year period studied. It has been as high as 25 percent in 1987-88 and has never been below 10 percent (or 2,000 teachers). When the shortage of fully certified teachers for students ages 3-5 in 1995-96 is added to that for students ages 6-21, the total shortage was about 33,000 special education teachers.

Until the 1993-94 school year, data had not been available in special education to disaggregate the *quantity* shortage of teachers (i.e., the number of vacancies) from the *quality* shortage of fully certified teachers. Since 1993-94, OSEP's data collection format has been refined to quantify separately the number and percentage of vacant teaching positions for students ages 3-21. Thus, in 1993-94, 1.1 percent (or about 3,600) of teaching positions for the 6-21 age group were vacant, and this percentage remained constant in 1994-95 and 1995-96. Therefore, for the most recent school year for which statistics are available (1995-96), total teacher shortage (9 percent) comprised 1.1 percent vacant positions and 7.9 percent teaching positions that were filled by teachers who were not fully certified. While 1.1 percent vacant positions in special education may seem small, it is at least four times as large as the percentage of vacant positions in all of elementary and secondary education nationally (about 0.25 percent during the 1993-94 school year, according to Henke, Choy, Geis, & Broughman, 1996).[8]

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[8] Differences in month of recording vacancies preclude exact comparisons between the number of vacant teaching positions in special education in 1993-94 from OSEP's DANS and the number of vacant teaching positions in all elementary and secondary education as indicated by the *1993-94 Schools and Staffing Survey of the National Center for Education Statistics*, U.S. Department of Education.

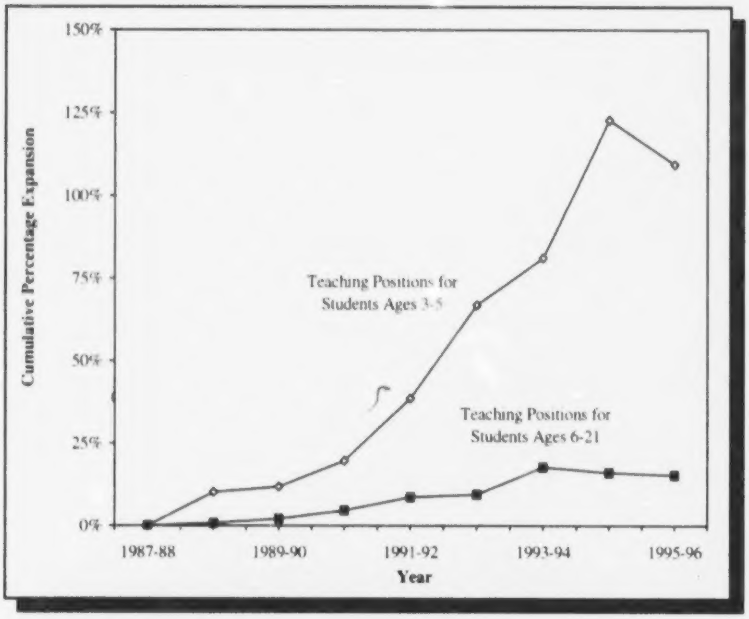
What Factors Are Associated with the Shortages of Teachers in Special Education?

Teacher Shortages and Student:Teacher Ratios

Teacher shortages might be explained, at least in part, by policies designed to reduce the student-teacher ratio. For example, as shown in figure III-2, the increase in the number of teaching positions for students with disabilities ages 3-5 was much greater over the 4-year period following 1991-92 than was the increase in the number of students. Such was not the case for teachers for students with disabilities ages 6-21, as seen in figure III-4. These findings suggest two phenomena. The first is that the rate of increase in teaching positions for students ages 3-5 was much greater than the comparable rate for students ages 6-21, as demonstrated by the trends shown in figure III-6. The second is that the ratio of students per teaching position declined for students ages 3-5, but not for students ages 6-21, as demonstrated by the trends shown in figure III-7. Specifically, the number of students per teaching position for the 3-5 age group declined from a ratio of 27:1 in 1989-90 to a ratio of 19:1 in 1994-95. In contrast, the comparable ratio for the 6-21 age group held steady at close to 15:1 throughout the 9-year period studied.

The trends in figures III-6 and III-7 clearly suggest a long-term policy to accelerate the growth of teaching positions for students ages 3-5 in order to bring the student-teacher ratio for this age group in line with that for students ages 6-21. The rapid growth of teaching positions for students ages 3-5 has contributed to the extraordinarily high shortage in percentages of fully certified teachers to fill these positions.

Figure III-6
Cumulative Percentage of Annual Expansion of Teaching Positions[a/] in Special Education for Students Ages 3-5 and 6-21 with Disabilities by School Year



a/ Teaching positions reported as FTEs.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Teacher Shortages and Expansion of Demand in Special and General Education

Evidence of the differential expansion of teaching positions in special education (for students ages 6-21) versus general education (for students in grades K-12) is presented in figure III-8 for the 9-year period of this study.[9] It appears

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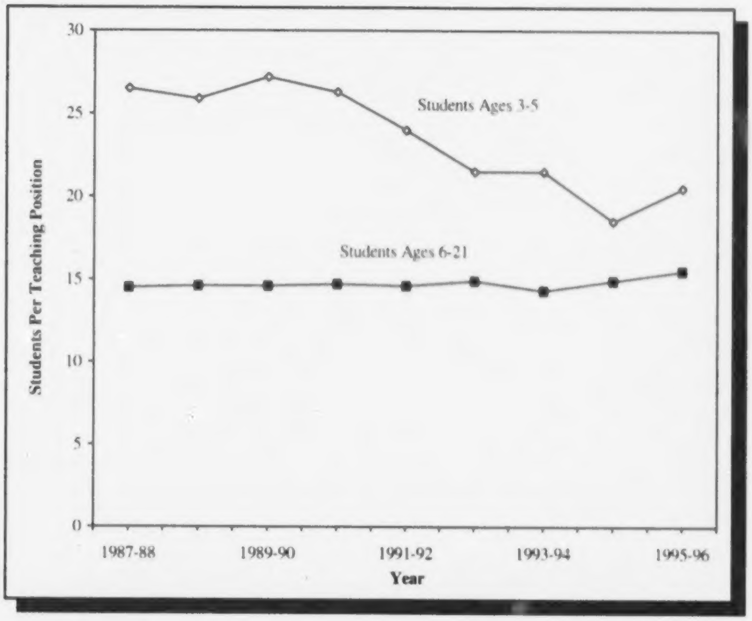
[9] To obtain the number of FTE teaching positions in general education, the number of FTE teaching positions in special education (as obtained from OSEP's Data Analysis System) was subtracted from the number of FTE teaching positions in all teaching fields in grades K-12 as recorded by the Common Core of Data of the National Center for Education Statistics, U.S. Department of Education (Snyder, Hoffman, & Geddes, 1996).

Figure III-7
Students Per Teaching Position by Student Age Group and School Year[a]



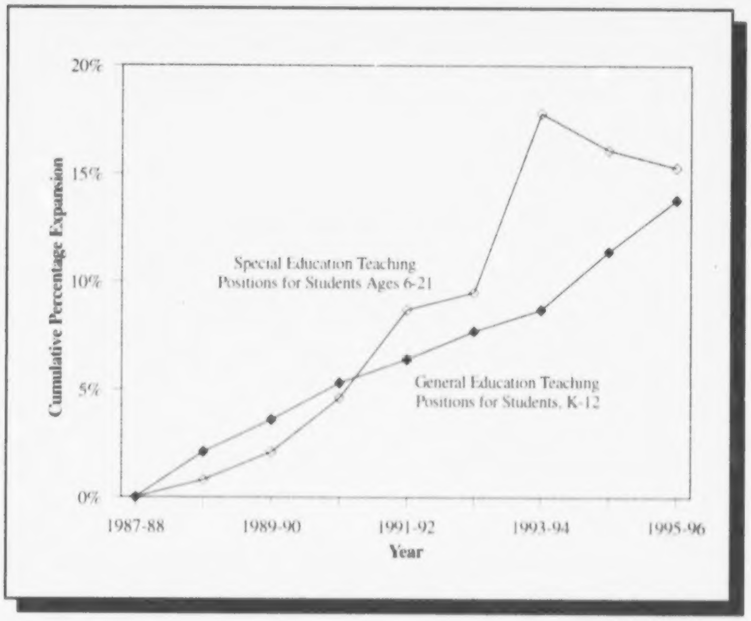
a/ Number of students with disabilities served under IDEA, Part B, and Chapter 1 Handicapped Program, divided by the number of full-time equivalent teaching positions in special education.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

that teaching positions in both special and general education expanded by similar percentages during this period (13.8 percent for general education, 15.3 percent for special education). However, the expansion in special education showed a period of rapid growth from 1991-92 to 1993-94 followed by more limited growth during the following 2 years.

Because the teaching positions in special and general education expanded by comparable percentages, the serious chronic shortage of teachers in special education cannot be attributed to extraordinarily rapid expansion of

Figure III-8
Cumulative Percentage of Annual Expansion of Teaching Positions[a/] in Special Education (for Students Ages 6-21 with Disabilities) and General Education (for Grades K through 12 in Public Schools) by School Year



a/ Teaching positions reported as FTEs.

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS) and the Common Core of Data of the National Center for Education Statistics, U.S. Department of Education.

teaching positions in contrast with general education. Instead, other evidence suggests that the number of graduates in special education teacher preparation programs is much too low to satisfy the need for fully certified special education teachers (Boe, Cook, et al., 1998).

Conclusions

Statistics from OSEP's DANS provide convincing evidence of a substantial chronic shortage of fully certified special education teachers nationally. This conclusion pertains to both the modest number of teachers for students ages 3-5 with disabilities and to the much larger number of teachers for students ages 6-21 during the school years from 1987-88 through 1995-96.

The shortage of teachers for students with disabilities ages 3-5 has remained fairly stable (ranging between 2,000 to 4,000 teachers) despite the rapid growth in teacher demand for students at this age level. This growth in demand has been due to two major trends over time: (1) growth in the numbers of students to be served and (2) substantial reductions in the ratio of students to teaching positions (a trend that may have reversed as of school year 1995-96). Given the dual factors producing the rapid growth in teacher demand, the significant reduction in teacher shortage *percentages* for this age group of students indicates that progress has been made in producing a relatively steady supply of fully certified teachers to serve students ages 3-5.

The same conclusion cannot be drawn with respect to the substantial chronic shortage of teachers for the much larger group of students ages 6-21 with disabilities. Although the total demand for teachers for this age group has not experienced extraordinary rapid expansion (i.e., the rate of expansion has been comparable to that in general education) and the ratio of students per teaching position has remained stable, no progress has been observed in reducing the chronic shortage of fully certified teachers, which has averaged 27,000 teachers a year.

There are two reasons for the chronic shortage of teachers for students ages 6-21 with disabilities. The first reason is that the annual demand for entering teacher hires in special education (about 10 percent of total demand) is greater than in general education (about 8 percent of total demand) (Boe, 1997).[10] This demand for new hires places extraordinary pressure on the supply of teachers available to fill open positions. Therefore, the supply of teachers to fill open positions annually is not available to replace many employed teachers who lack full certification for their positions.

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[10] The high annual demand for newly hired teachers in special education, in comparison with general education, is mainly due to (a) a larger number of teachers switching from special to general education than vice versa, (b) a higher percentage of vacant teaching positions than in general education, and, until school year 1994-95, (c) a somewhat higher rate of expansion of teaching positions.

The second reason for the chronic shortage of special education teachers is that the annual supply of degree graduates of teacher preparation programs in special education has been exceptionally low in comparison with general education with respect to three important factors: the much greater shortage of fully certified teachers, the annual demand for entering teacher hires, and the total demand for teachers. As shown in table III-1, the number of degree graduates produced by teacher preparation programs was (1) 50 percent of the demand to replace teachers in special education who were not fully certified in their positions, as compared to 88 percent in general education; (2) 66 percent of the demand for entering teacher hires each year in special education, as compared to 81 percent in general education; and (3) 5 percent of total teacher demand in special education, as compared to 6 percent in general education. To further compound this imbalance, a much higher percentage of such graduates were already employed as teachers in special education upon graduation than in general education (37 percent versus 18 percent, respectively), thereby further reducing the potential number of entering teacher hires from among degree graduates produced annually by teacher preparation programs in special education (Boe, Bobbitt, Cook, & Weber, 1996).

There are two other main sources of supply of special education teachers, namely (1) the reserve pool composed in major part by former experienced teachers and (2) presently employed general education teachers. Although former experienced teachers accounted for 66 percent of all new hires into special education in 1987-88, this percentage declined to 50 percent in 1990-91 (Boe, Cook, Kaufman, & Danielson, 1996) and further declined to 33 percent by 1993-94 (Boe, unpublished data). Apparently, this source of supply is rapidly becoming depleted. In addition, available evidence shows that considerably more

Table III-1
Production of Degree Graduates by Teacher Preparation Programs in 1993-94 as a Percentage of Three Indicators of Teacher Demand in Public Schools

Indicators of Teacher Demand	Statistic	Main Teaching Field	
		Special Education	General Education
1. Demand to Replace Not Fully Certified Teachers[a]	FTE Teachers	36,180	154,000
Degree Graduates:[b] (Teacher Prep.)	Number % of Demand	18,250 50.4%	135,667 88.1%
2. Annual Demand for New Hires[c]	FTE Teachers	27,700	168,300
Degree Graduates:[b] (Teacher Prep.)	Number % of Demand	18,250 65.9%	135,667 80.6%
3. Total Teacher Demand[d]	FTE Positions	335,000	2,169,000
Degree Graduates:[b] (Teacher Prep.)	Number % of Demand	18,250 5.4%	135,667 6.3%

[a] Sources: Percentages of not fully certified teachers in special education and general education from NCES' SASS for 1993-94 (from figure 5 of Boe, 1997) *times* the number of FTE teaching positions in the respective field from Row 1 of this table.

[b] Source: NCES' Integrated Postsecondary Education Data System (IPEDS) for 1993-94 graduates (Snyder & Hoffman, 1995).

[c] Source: Table 2 (revised) of Boe, 1997.

[d] Sources: OSEP's Data Analysis System for Special Education for 1993-94; NCES' Common Core of Data (CCD) for General Education for 1993-94; from figure III-8 of this report.

special education teachers switch to general education annually than general education teachers switch to special education (a net loss to special education of 5,000 teachers in 1990-91; Boe, Cook, Bobbitt, & Weber, 1996). Research findings suggest that it would be difficult to reverse this trend (Billingsley & Cross, 1991a, 1991b).

Given all these facts about the supply of teachers to fill open positions annually in special education and to replace employed special education teachers who are not fully certified in their positions, it appears that graduates from teacher preparation programs must serve as the major source of supply in the future. Yet the current level of production of such teachers nationally is far from adequate (Boe, Cook, et al., 1998).

The evidence presented in figure III-3 suggests that steps have been taken during recent years to reduce the demand for teachers for students ages 6-21 with disabilities, although the number of such students has continued to rise, and the ratio of students to teaching positions has remained stable. One possible explanation for the recent decrease in demand is that more students with disabilities have been placed in general education classrooms than heretofore, thereby resulting in a reduction in demand for special education teachers. Nonetheless, the shortage of fully certified special education teachers did not decrease accordingly, nor has the annual demand for entering teacher hires in special education yet decreased. Thus, while reduction in demand might become an effective means for reducing the chronic shortage of special education teachers, there is little reason to expect that the need for a much larger supply of fully certified special education teachers will disappear in the near future.

To the extent that inclusion of students with disabilities into general education classrooms is achieved, responsibility for instructing them will fall largely upon general education teachers. While inclusion can be expected to decrease the demand for special education teachers to some extent, it will simultaneously increase the demand for general education teachers who are qualified to instruct students with disabilities. This could well result in a major shift in the shortage of fully qualified teachers from special to general education. Whether this occurs, the National Commission on Teaching and America's Future (1996) observed that 2 million teachers will be hired in the decade from 1997 through 2006 and, as a group, they should be more highly qualified for their assignments than heretofore.

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Using IFSPs with Preschoolers

There are many ways to achieve family-centered policies for families with young children with disabilities. In many State and local jurisdictions, preschool programs for children with disabilities have developed flexible, family-friendly services through the use of individualized education programs (IEPs), while in other States, individualized family service plans (IFSPs) are being used with children ages 3-5 with disabilities and their families. In fact, 30 States have developed and 9 States are in the process of developing specific preschool policies and strategies to ensure the involvement of parents in their child's IEP or IFSP (deFosset & Carlin, 1997).

PURPOSE: To describe how IFSPs are being used with preschoolers and factors that may impede development of IFSPs for children ages 3-5 with disabilities.

IFSPs were developed for use in the Part C Infants and Toddlers with Disabilities program to encourage a family-centered approach for the provision of services for infants and toddlers with disabilities and their families. Twenty-five States either have a statewide policy for using IFSPs with preschoolers or allow IFSPs as a local option with children ages 3-5 who are eligible for special education services. The IFSP policies and procedures that have been developed at the State and local levels can be viewed as "a promise to children and families--a promise that their strengths will be recognized and built on, that their needs will be met in a way that is respectful of their beliefs and values, and that their hopes and aspirations will be encouraged and enabled" (Johnson, McGonigel, & Kaufmann, 1989, p. 1).

However, there are also potential challenges to the use of IFSPs with preschoolers. Analyzing data from six States, the National Association of State Directors of Special Education (NASDSE) found that using IFSPs with preschoolers may be more expensive and require a greater time commitment for agency personnel because of the need for additional meetings and paperwork. Also, a focus group of individuals implementing IFSPs with preschoolers in Minnesota concluded that conflicts may arise based on the differences in the rules and requirements of the various agencies that may serve these children (Jensen, 1996).

Regulations and Policies

With the enactment of P.L. 102-119, the IDEA Amendments of 1990, local educational agencies (LEAs) and intermediate educational units (IEUs), with the concurrence of the parents and consistent with State policy, were permitted to use an IFSP instead of an IEP to provide a free appropriate public education (FAPE) to children with disabilities ages 3-5. The amendments specifically referenced the *contents* of the IFSP as the vehicle for FAPE, and all other Part B requirements regarding development of the IEP applied. (See OSEP memorandum #14, April 1993, and Senate Report 102-84, June 18, 1991, p. 15.)

OSEP also clarified which services may be included in IFSPs for eligible children. "Depending on State standards, many of the early intervention services under Part C could be appropriately defined as 'special education' under Part B for eligible children 3-5. For example, a physical therapy activity, such as designing a 'positioning' program for a child who is enrolled in a day care facility, could be considered 'specially designed instruction' if the State defines it as such; and, therefore could be considered to be special education. In summary, a State could include early intervention services in its definition of 'special education'" (Schrag, 1990, p. 141). Parent counseling and training is defined as a related service (34 CFR §300.16(b)(6)) and may be included in an IEP if it is determined necessary to assist a child to benefit from special education.

States Using IFSPs with Preschoolers

According to the 1997 *Section 619 Profile*, 25 States used or allowed local discretion for the use of IFSPs for preschool services. Three of those States (Maine, Oregon, and Guam) have a statewide policy that requires IFSPs for all eligible preschoolers, and in 22 States, the use of IFSPs with preschoolers is a local option (deFosset & Carlin, 1997). Seven of the latter States (Arkansas, Florida, Guam, Maine, Minnesota, Oregon, and Washington) have developed or are in the process of developing a standard IFSP form for preschool services.

Of the 25 States that require or allow IFSPs to be used for preschool services, 16 States have adopted guidelines, standards, or regulations for IFSP development or transition from an IFSP to an IEP. Four States have clarified and five States are developing procedures for transitioning from an IFSP to an IEP for eligible children and their families. Ten States have guidelines, standards, or regulations in place that address IFSP development and implementation, and two States are in the process of developing these guidelines. For example, some States have developed an explanation of pertinent regulations, how to guarantee FAPE while providing service coordination, and how to provide family-centered services.

A Closer Look at Six States

NASDSE surveyed five States that use IFSPs with eligible preschoolers (Pierce, 1997). The information was gathered from interviews and documents submitted by Preschool Grants Program coordinators in Delaware, Florida, Maine, Oregon, and Washington. In addition, a report from Minnesota's State Early Intervention Project provided information for this section.

Lead Agency and Location of the Policy

Among the States in the study, there was no relationship between the State agency that administers the Part C program and the likelihood of allowing or using IFSPs with preschoolers. In Maine, Oregon, and Minnesota, the lead agency for Part C was the Department of Education. In Florida, Washington, and Delaware, the lead agency was either the Department of Health or the Department of Social and Health Services.

Policies for using IFSPs have their basis in a variety of documents. In Maine and Oregon, the policies were based in State education statutes, regulations, and instructional documents for teams. In Maine, the IFSP is also described in Medicaid documents. The regulations for the Florida Healthy Start program contain the policy for both infants and toddlers and children ages 3-5 and their families. Washington has prepared a resource booklet showing local teams how to create IFSPs that include IEP components for preschool-aged children, and Delaware's policies appear in the first part of a request for proposals for services to 3- and 4-year-olds.

Perceived Benefits and Ease of Implementation

Two main factors that promote the successful use of IFSPs with preschoolers emerged from the NASDSE study. These factors are family preference for using an IFSP and State and local support for this method.

The model is well-liked by families. The process is family-focused and family-driven and supports an interagency emphasis for children. In addition, service coordination for children and their families continues beyond age 3. As required, the services provided in the States that use IFSPs with preschool-aged children are based on the family's and child's needs and strengths. Examples of such services include respite care, parent training, family counseling, health exams, and referrals to other agencies. The IFSP is also perceived as a way to ease transition to preschool because it provides continuity for children and families. Transition from Part C to Part B appeared to go fairly smoothly in Maine and Oregon where there is one lead agency and statewide use of IFSPs with preschoolers. None of the six States reported problems with transition from preschool to elementary school, and none reported using the IFSP beyond age 5.

Successful use of IFSPs is also promoted through local support. For example, a focus group of Minnesota's Interagency Early Intervention Committee (IEIC) members described the following advantages of their system.[1] One advantage was State policymakers' commitment to and provision of leadership on the use of IFSPs. The focus group members also perceived a high degree of administrative support for a single plan and interest in and support for a variety of collaborative efforts; one such support is funding for specific initiatives. In addition, they believed the Minnesota IEIC provided the necessary administrative structure for supporting the IFSP process (Jensen, 1996).

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[1] Minnesota's IEIC includes directors, coordinators, supervisors of the Department of Education, Health, and Human Services, and other interagency collaborative members.

Perceived Barriers

The individuals interviewed by NASDSE and the members of the focus group in Minnesota also described barriers to the implementation of IFSPs with preschoolers. One reported barrier was differences in eligibility rules and requirements of the involved agencies and their services. For example, agencies may have different eligibility requirements. There were also reports of "turf" issues that arose in dealing with multiple agencies. In part, some of these issues may be a result of a lack of interagency agreements that would formalize the nature of agency involvement.

A second barrier, one that is commonly described when systematic reform takes place, is resistance to change. Some of the participants noted that they or their colleagues were unhappy about "learning yet a new way of doing things" (Jensen, 1996). However, the participants expressed satisfaction with the training that they received.

A third possible barrier is the cost associated with using IFSPs with preschoolers. State representatives interviewed agreed that the use of the IFSP increased special education costs through additional meetings and the required paperwork. Maine accessed other State and Federal funds to support family services provided through the preschool IFSP. A few States expressed concern about the cost of family services and offered referrals to other agencies instead of trying to provide the service within their agency. Some State representatives said that Medicaid was mentioned as sharing preschool IFSP costs.

Summary

States and local jurisdictions are trying to provide family-focused services for preschool children with special needs. Some are providing services through IEPs, and others are using IFSPs. A variety of mechanisms have been established to offer services through use of the IFSP. The IFSP is well-liked by families and works best at the preschool level when there are administrative supports in place at multiple levels. However, there are also barriers to the implementation of IFSPs with preschoolers. Lack of interagency cooperation and agreement, resistance to change, and the increased costs associated with IFSP use were cited as primary barriers.

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Educational Environments for Students with Disabilities

PURPOSE: To report the number of students served in different educational environments and the factors affecting those assignments.

Over the past 10 years, the inclusion of students with disabilities in general education classes and schools has been of preeminent concern to special educators, administrators, parents, advocates, and policy makers.[1] The impetus to serve students with disabilities in more inclusive programs comes from a number of sources, the primary source being the least restrictive environment (LRE) clause of IDEA. However, the emphasis on inclusion also reflects (1) growing recognition that many students with disabilities do not complete high school with the knowledge and skills necessary for adult independence, (2) concern about the rapid, steady rise in the number and percentage of students identified as eligible for special education, and (3) concern about the increasing costs of special education services in a time of budget austerity (Affleck, Edgar, Levine, & Kottering, 1990; deBettencourt, Zigmond, & Thornton, 1989; Edgar, 1987; Hasazi, Johnson, Hasazi, Gordon, & Hull, 1989; Mithaug, Horiuchi, & Fanning, 1985; U.S. Department of Education, 1997).

First, many youth with disabilities do not leave school with the knowledge and skills necessary to fulfill adult roles. This is supported by data from the National Longitudinal Transition Study (NLTS). Three to five years after leaving high school, fewer than 25 percent of youth with disabilities had been enrolled in postsecondary education, many were engaged in low-wage jobs with few opportunities for advancement, and more than half continued to live in their family homes (Wagner, D'Amico, Marder, Newman, & Blackorby, 1992).

Second, the increase in the percentage of students served in special education programs encourages more inclusive environments by taxing the capacity of special education environments by taxing the capacity of special education settings. The percentage of students ages 6 through 17 receiving special education services increased from 9.6 percent in 1987-88 to 10.6 percent in 1995-96 (U.S. Department of Education, 1997). As this percentage rises, the feasibility of maintaining a parallel educational structure to meet students' unique needs diminishes.

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[1] For a more detailed discussion on inclusion, the reader is encouraged to review the *19th* and *18th Annual Reports to Congress*. The *19th Report* included a module titled "The Continuum of Placements: From Regular Classes to Residential Facilities." The *18th Report* included a chapter titled "Progress in Achieving the Full Participation of Students with Disabilities in Their Schools and Communities: Federal Initiatives."

A third reason for more inclusive programs for students with disabilities is the perception that special education costs are increasing rapidly. Data suggest that per pupil special education expenditures have grown at about twice the rate of general education expenditures, an average of 4.1 percent versus 2.1 percent annually (Rossmiller, Hale, & Frohreich, 1970; Kakalik, Furry, Thomas, & Carney, 1981; Moore, Strang, Schwartz, & Braddock, 1988). The popular media tend to attribute blame for growing costs on expensive residential programs for students with severe disabilities. However, research suggests that more inclusive programs may not necessarily lead to cost savings (Vermont Department of Education, 1995).

Trends in Data on Educational Environments

The IDEA Amendments of 1997 state "[T]o the maximum extent appropriate, children with disabilities . . . are educated with children who are not disabled; and . . . removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplemental aides and services cannot be achieved satisfactorily" (§612(a)(5)(A)). In 1995-96, more than 95 percent of students with disabilities ages 6 through 21 attended schools with their nondisabled peers. A total of 45.4 percent were classified as being educated in regular classes, meaning they were removed from their regular classes to receive special education and related services for less than 21 percent of the school day. An additional 28.7 percent were in the resource room category, meaning they received special education and related services outside the regular class for

21 to 60 percent of the school day. About 22 percent of students with disabilities were in the separate class category, meaning they were served outside the regular class for more than 60 percent of the school day.

A total of 4.4 percent of students with disabilities ages 6-21 did not attend schools with their nondisabled peers. Of these students, 3.1 percent attended separate day schools for students with disabilities, 0.7 percent received services in residential facilities, and 0.6 percent received services in homebound/hospital settings (see table AB2).

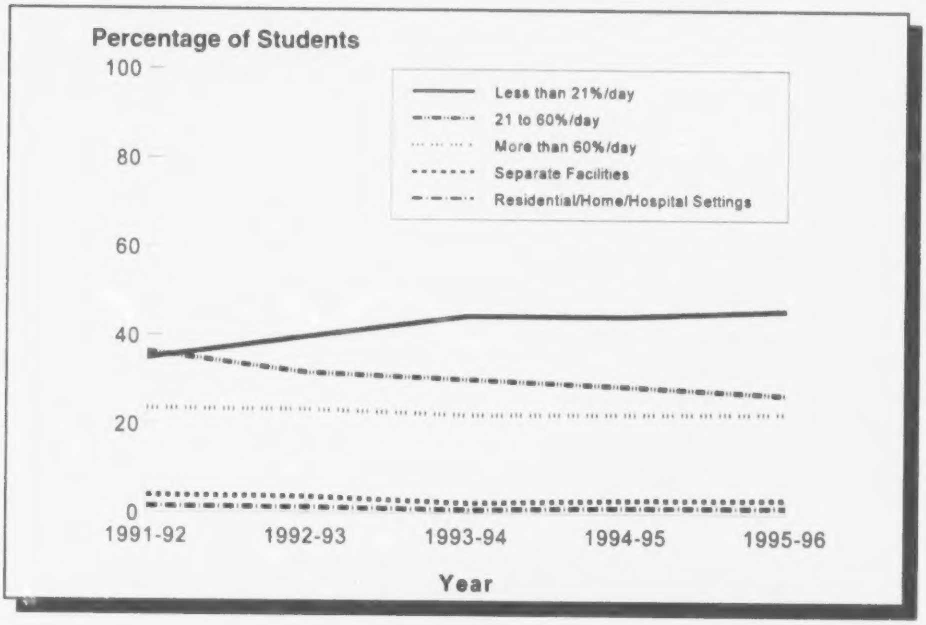
Over the past 5 years, the percentage of students with disabilities served outside the regular class less than 21 percent of the school day has gradually increased. Over that same time period, there has been a decline in the percentage of students served outside the regular class 21 to 60 percent of the day. The percentage of students receiving special education outside the regular class for more than 60 percent of the day and the percentage in separate schools remained relatively stable (see figure III-9 and table AB7).

In recent years, the number of students in special education has increased as has the number of students served outside the regular class less than 21 percent of the day, and concomitantly, the demand for teachers' aides has grown. In fact, in the past 5 years, the number of aides required to work with students with disabilities has closely paralleled the number of students with disabilities served outside the regular class for less than 21 percent of the day at a ratio of approximately 1 aide to every 10 students. This likely reflects changes in the way special education services are provided, with aides providing much of the assistance needed for students with disabilities to function in regular classes.

Factors Associated with Educational Environments

The environments in which students received services varied by disability and age. Although 89 percent of

Figure III-9
Percentage of Students Served in Different Environments



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

students with speech and language impairments were served outside the regular class for less than 21 percent of the day, only 10 percent of those with mental retardation were served in these environments. Students ages 6-11 were more likely to receive services outside the regular class for less than 21 percent of the day than students ages 12-17 or 18-21 (see table AB7).

Progress in serving students with disabilities in more inclusive environments has varied from State to State. A few rural States serve more than 90 percent of their special education students in regular classes for over 40 percent of the day (Idaho, North Dakota, Oregon, Vermont). Other States serve fewer than 60 percent of students in these environments (District of Columbia, Louisiana, New York). Oswald and Coutinho (1997) used education-related variables, State demographic variables, and State economic variables to predict the percentage of each State's students with disabilities receiving special education and related services outside the regular class for less than 21 percent of the day and the percentage served in separate facilities.[2] They identified several factors affecting the extent to which students are served with nondisabled peers, including statewide student achievement, population density, per capita income, human services expenditures per capita, and expenditures per pupil. States with higher fourth and eighth grade achievement scores tended to serve more students with disabilities in classes with nondisabled peers. The authors concluded that contextual and programmatic features, as well as individual student characteristics, influenced the extent to which students with disabilities received services with their nondisabled peers. States with relatively high population densities, per capita incomes, human service expenditures, and educational expenditures placed more students with disabilities in separate facilities (Oswald & Coutinho, 1997).

Summary

There has been gradual progress in serving larger percentages of students with disabilities in regular class environments and regular schools. Closely paralleling the increase in the percentage of students receiving special education and related services outside the regular class for less than 21 percent of the day is the increase in aides, at a ratio of 1 aide for every 10 students with disabilities in these environments. The percentage of students in inclusive settings is inconsistent across disability groups, age groups, and States. Elementary-aged students with disabilities, particularly those with speech and language impairments, are served primarily in classes with nondisabled peers. The percentage of students receiving special education outside the regular class for less than 21 percent of the day has increased, and the percentage receiving services outside the regular class for 21 to 60 percent of the day has decreased. Contextual and programmatic features, as well as individual student characteristics, appear to influence the extent to which students with disabilities are served with their nondisabled peers. Statewide student achievement, population density, per capita income, human services expenditures per capita, and expenditures per pupil account for some of the pattern variation from State to State.

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[2] For this analysis, the percentages of students in regular class placements and separate facilities were based on resident population.

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Funding for IDEA

During the most recent reauthorization of IDEA in June 1997, Congress revised the formulas for the distribution of funds for the IDEA, Part B programs. A new formula for allocating Part B funds under Section 611 of IDEA will go into effect when the Section 611 appropriation reaches approximately $4.9 billion. A new formula for allocating preschool education funds under Section 619 of IDEA is effective for funds appropriated under that section beginning with Federal fiscal year (FY) 1998.

PURPOSE: To describe the new formulas for the Part B Grants to States Program (§611) and the Preschool Grants Program (§619). The module also highlights data collected by the National Association of State Directors of Special Education (NASDSE) on State use of set-aside funds.

Appropriation of Funds for Part B of IDEA

Under the Section 611 Grants to States Program, grants are determined by a December 1 child count, or at a State's discretion, a count taken as of the last Friday in October, that is submitted by States to OSEP. The grants are based on the total number of students ages 3-21 with disabilities reported by the States as receiving special education and related services. This count is used to determine the State's IDEA, Part B, Section 611 grant for funds that become available the following July 1. Under the IDEA Amendments of 1997, grants will continue to be based on counts of children served until the year for which Federal appropriation for Part B, Section 611 reaches approximately $4.9 billion. At that time, State allocations for the year prior to that year become the base allocations for distributing funds in that year and all subsequent years. Eighty-five percent of additional funds above the base will be allocated based on population in the age ranges for which States mandate services, and 15 percent will be based on the number of children in the State living in poverty in those age ranges.

The legislation amended the Preschool Grants Program funding formula in similar ways. Under the new formula, each State's base allocation would be the amount it received in FY 1997. Eighty-five percent of additional funds beyond the base are allocated based on the population of children ages 3 through 5, and 15 percent are based on the number of 3- through 5-year-old children in the State living in poverty. However, unlike the Grants to States Program, the new funding formula for the Preschool Grants Program takes effect for funds appropriated for Federal FY 1998.

Table III-2 summarizes the amount of IDEA, Part B Section 611 Grants to States Program funding appropriated to States for FY 1977 through FY 1997. The funds appropriated have increased from $251,770,000 in 1977 to $3,109,395,000 in 1997. During the same period, the per-child allocation rose from $71 to $535. The increase from 1996 to 1997 was $785,558,000 or 34 percent. This is the largest 1-year increase in the history of the program.

The State Set-Aside Funds

In this section, information from a recent NASDSE survey of States on their use of set-aside funds is discussed. Because this survey was conducted before the 1997 reauthorization of IDEA, the grants provided to States were based on the following formula for Part B, Section 611 Grants to States.

Within the amount allocated to each State:

- A maximum of 25 percent, less amounts used for administration below, could be retained by the State educational agencies (SEAs) for discretionary/set-aside for providing direct and support services for children and youth with disabilities or for paying the administrative costs for monitoring and complaint investigations, to the extent that such administrative costs exceeded the costs of administration incurred during FY 1985.
- A maximum of 5 percent of the State's allocation (or $450,000, whichever is greater) could be retained by the SEA for administrative costs in carrying out Part B, Section 611 of the Act.

Table III-2
IDEA, Part B Section 611 Grants to States Program: Funds Appropriated, 1977-97

Appropriation Year	IDEA, Part B Section 611 Grants to States[a]	Per Child Allocation[b]
1977	$ 251,770,000	$ 71
1978	566,030,000	156
1979	804,000,000	215
1980	874,500,000	227
1981	874,500,000	219
1982	931,008,000	230
1983	1,017,900,000	248
1984	1,068,875,000	258
1985	1,135,145,000	272
1986	1,163,282,000	279
1987	1,338,000,000	316
1988	1,431,737,000	332
1989	1,475,449,000	336
1990	1,542,610,000	343
1991	1,854,186,000	400
1992	1,976,095,000	410
1993	2,052,728,000	411
1994	2,149,686,000	413
1995	2,322,915,000[c]	418
1996	2,323,837,000	413[d]
1997	3,109,395,000	535

[a] The figures from 1977 through 1994 include amounts appropriated to the Federated States of Micronesia and the Republic of the Marshall Islands. Since 1995, those entities have not received appropriations.

[b] The per-child allocation excludes children and funds for the Outlying Areas and Bureau of Indian Affairs (BIA).

[c] This amount includes $82,878,000 added to the Grants to States appropriation because of the elimination of the Chapter 1 Handicapped Program.

[d] Starting in 1996, this allocation was derived by dividing the total appropriations for the 50 States, District of Columbia, Puerto Rico, Outlying Areas, and BIA by the total number of children served in all of those areas.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS) and the Office of the Under Secretary, U.S. Department of Education.

- A minimum of 75 percent was required to be flowed through to local educational agencies (LEAs) based on local child counts.

Allocations for Part B, Section 619 Preschool Grants were distributed in a similar fashion.

In January 1997, NASDSE mailed a survey to all States and jurisdictions to gather information about the use of their set-aside funds from the Part B grant awards issued on July 1, 1994. States were allowed to use these funds from July 1, 1994, through September 30, 1996. With 48 of 50 States responding, the following results were found.

Nine States used less than the allowable amount for administration. Approximately $257.2 million was used for direct and support services across all reporting States. Of this amount, approximately 56 percent was used to support statewide resource centers and support staff development, offset local education expenditures for student placements, and provide services to students with low-incidence disabilities. Because of flexibility allowed under the law, States also were able to use the remaining amount for other important activities. The following six activities were cited in the survey: school reform and restructuring, training mediators and hearing officers, extended school-year programs, model program development, infant and preschool services, and student transportation to offset LEA expenditures.

The greatest proportion of the direct and support monies was used to support resource centers (25.7 percent) followed by Comprehensive System of Personnel Development (CSPD) activities (11.6 percent). In all, 32 States used their set-aside monies to support resource centers. Table III-3 shows, in descending order, the functions carried out at these centers. States reported that without State set-aside money it would be extremely difficult to replicate these activities.

Personnel development is a critical component of State support to LEAs. As required by IDEA, each State must develop a CSPD plan. Although in FY 1994 more than $7.6

Table III-3
Rank Order of Most Frequently Cited Functions of the Resource Centers

1. Personnel development for special and general educators and related service personnel.
2. Support services to low-incidence populations.
3. Material development and distribution (e.g., braille and large print text, library resources).
4. Parent training.
5. Assistive technology devices and services.
6. Student evaluation and assessment.

Source: NASDSE, 1997.

Table III-4
Most Frequently Cited CSPD Activities

1. Inservice for special and general educators and related service personnel.
2. Material development and distribution (i.e., professional development, recruitment, retention, and dissemination).
3. Training for paraprofessionals.
4. Collection, evaluation, and dissemination of promising practices.
5. Needs assessments pertaining to professional development.

Source: NASDSE, 1997.

million was distributed nationally to SEAs through OSEP-sponsored competitive grants for personnel preparation, 43 States used $29.7 million of their set-aside for CSPD activities. In fact, 11 States used between 26 and 45 percent of their set-aside funds for this purpose. Combining the amount from the competitive grants with the set-aside grants, eight States devoted more than $1 million to personnel development. The most frequently cited CSPD activities funded through set-aside monies in FY 1994 are shown in table III-4, in descending order.

Finally, States reported flowing through more than $1.6 billion to local school districts. Although IDEA requires that a minimum of 75 percent of the grant award be flowed through to the local level, 32 of the States that responded to the survey reported a flowthrough of 76 to 95 percent. Eight States have developed policies through legislative, State-board, or State-plan-based mandates to flow more than the minimum amount to local districts (NASDSE, 1997).

The IDEA Amendments of 1997

Starting in Federal FY 1998, the IDEA Amendments of 1997 authorize States to set aside funds under Part B Section 611 at fiscal year 1997 authorized levels, plus either adjustments for inflation or the percentage increases in the State IDEA allocation, whichever is lower.

Up to 20 percent of the amount available for States to set aside or $500,000 (adjusted by the cumulative rate for inflation), whichever is greater, may be used for State administration activities (20 U.S.C. 1411(f)(2)(A)(i)). These funds may also be used for the administration of Part C if the SEA is also the lead agency for that part of the Act. Currently 18 States have SEAs as their Part C lead agency. In two of the 18 States, the SEA is a co-lead agency.

Each State may use any of the retained funds that it does not use for administrative purposes for other State-level activities, including:

- To provide support and direct services, including technical assistance and personnel development and training;
- To offset administrative costs of monitoring and complaint investigation, but only to the extent that those costs exceed the costs incurred for those activities during FY 1985;
- To establish and implement the mediation process, including providing the costs of mediators and support personnel;
- To assist LEAs in meeting personnel shortages;
- To develop a State Improvement Plan;
- To support activities at the State and local levels to meet the performance goals established by the State and to support implementation of the State Improvement Plan;
- To supplement other amounts used to develop and implement a statewide coordinated services system designed to improve results for children and families, including children with disabilities and their families, but not to exceed 1 percent of the amount received by the State under this section. This system shall be coordinated with and, to the extent appropriate, build upon the system of coordinated services developed by the State under Part C of this Act; and
- To supplement subgrants to LEAs for capacity building and improvement.

The IDEA Amendments of 1997 also require that SEAs award subgrants to LEAs for capacity building and improvement. In any fiscal year in which the percentage increase in a State's allocation exceeds the rate of inflation, the State must make subgrants to LEAs unless that amount is less than $100,000, to assist them in providing direct services and in making systematic change to improve the results for children with disabilities (20 U.S.C.

1411(f)(4)(A)). The amount of these subgrants must be at least an amount equal to the difference between the State's maximum set aside from the prior year inflated and the State's maximum set aside from the prior year multiplied by the percentage increase in the State's total allocation.

Summary

Since the inception of IDEA in 1977, Congress has increased the annual appropriations for Part B. Funds for the Part B Section 611 Grants to States Program are distributed based on a count of all children ages 3 through 21 receiving special education services. However, the new legislation will change the funding formula from a child count-based formula to one that is based on a combination of prior funding, census data, and poverty data. A similar funding formula takes effect for funds appropriated for the Preschool Grants Program, beginning in FY 1998.

To learn how States were using their Part B Grants to States set-aside funds, NASDSE conducted a national survey. The study found that nine States used less than the total amount allowed for administration. The monies allocated for direct and support services were used for a variety of purposes. However, the greatest proportion of funds was used to support resource centers and CSPD activities. States flowed through more than the minimum amounts to LEAs.

Under the IDEA Amendments of 1997 for the Part B State Grants Program and the Preschool Grants Program, the percentages allowed for administration and other State-level activities are based on the maximum amounts that a State could set aside for Federal FY 1997 increased annually by the lesser of the rate of inflation or the rate by which a State's total allocation increases. The list of allowed State-level activities has been expanded, providing more flexibility for States to meet their individual needs.

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State Progress in Use of Interagency Agreements

Over the past 20 years, States have been working toward interagency collaboration to provide more comprehensive, cost-effective, and streamlined services to children with disabilities. Recent reauthorizations of IDEA have increasingly required that interagency collaboration be used to strengthen special education services. Although States have encountered some barriers in this process, emerging evidence suggests that many States are making significant progress in establishing interagency cooperation.

PURPOSE: To review the components of IDEA that guide coordination of services for children with disabilities and explore States' progress in the use of service coordination to align service provision.

Overview of Interagency Cooperation

In addition to meeting students' educational needs, schools have been assuming more responsibility for addressing the mental, physical, and emotional health of children. More recent reforms have followed the philosophy that one agency alone cannot provide all necessary services (Zetlin & Boyd, 1995). The early 1980s marked an increase in the use of interagency collaboration in providing children with disabilities with appropriate educational services, as financial and other resources began to decrease. To pool limited resources, fill service gaps, and avoid duplication of services, State agencies and service providers made efforts to work together. Changes in IDEA reflected this shift toward interagency collaboration. For example, early collaborative projects between State educational agencies (SEAs) and vocational rehabilitation and vocational education agencies influenced IDEA's coordination of transition services for youth with disabilities entering postschool activities.

"Increasingly, legislation links governmental agencies together with their logical interagency partners through required cooperation, coordination, and collaboration (Cashman, 1995, p. 105)." IDEA sets forth interagency agreements and coordinating councils as the primary tools for designing cohesive service systems. States are creating interagency agreements between SEAs and other State and local organizations that pay for services for children with disabilities--from infants and toddlers to adult life. These agreements coordinate services, delegate financial responsibilities, and arbitrate disputes between the various public, nonprofit, and private entities. Part C of IDEA provides guidance on creating and implementing interagency agreements for services for infants and toddlers. Part B also addresses methods of ensuring needed services for school-aged children, particularly transition services.

Interagency Coordination for Infants and Toddlers

Interagency collaboration and cooperation efforts have been intensified by early childhood educators and advocates. Much of the available literature regarding interagency efforts focuses on the birth through 2 age groups; however, many of the principles are generalizable to other age groups.

In 1986, Congress endorsed a multiagency commitment to administering programs for young children with disabilities and their families through the introduction of Part C of IDEA. This program requires States to implement a statewide system of comprehensive, multidisciplinary, interagency coordinated programs to make available early intervention services to all infants and toddlers with disabilities and their families. The belief underlying Part C is that services provided at an earlier age will promote greater educational and intellectual benefits for the child and possibly mean greater economic savings in the long run (Florian, 1995). A unique feature of this legislation is that a primary purpose of funding for lead agencies is to develop policies that support integrated, coordinated services at the State and local levels. States may also use funds for direct services, but only for services that are not otherwise provided by other public or private sources or to expand and improve services that are otherwise available. The interagency coordination design for infants and toddlers revolves around State Interagency Coordinating Councils (SICC) and interagency agreements.

Interagency Coordinating Councils. The SICC is a cornerpiece of the Part C legislation. This is a representative group comprising representatives from State agencies, the State legislature, parents, program directors, and personnel training programs. They have the responsibility for advising and assisting the lead agency in:

- identification of sources of fiscal and other support for services for early intervention programs, assignment of financial responsibility to the appropriate agency, and promotion of interagency agreements;
- preparation of applications regarding early intervention;
- transition of toddlers with disabilities to preschool and other appropriate services; and
- preparing and submitting an annual report to the Governor and Secretary on the status of early intervention programs. (20 U.S.C. 1441(e)(1))

The IDEA Amendments of 1997 make minor changes to SICCs, including the composition of councils and the authorized activity. Specifically, the composition of the SICC (1) no longer requires that parent representatives include minority parents and (2) adds a representative from a Head Start agency or program in the State and a representative from a State agency responsible for child care (20 U.S.C. 1441(b)(1)). The IDEA Amendments of 1997 also allow the council to advise appropriate agencies in the State with respect to the integration of services for infants and toddlers with disabilities and at-risk infants and toddlers and their families, regardless of whether at-risk infants and toddlers are eligible for early intervention services in the State (20 U.S.C. 1441(e)(2)).

The intent of the original legislation was to form an advisory group that had the freedom and power to make recommendations and promote coordination. The multiconstituency and multidisciplinary composition of the group also enables it to approach the issues from different perspectives with a breadth of knowledge and experience (Harbin & Van Horn, 1990). Building upon this model, many States require or encourage communities to create local interagency councils to facilitate smoother and more tailored services.

Interagency Agreements. The need for interagency agreements is reemphasized and further defined within Part C. The lead agency is responsible for entering into formal interagency agreements with other State-level agencies involved in the State's early intervention program. These agreements must outline financial responsibility, procedures for resolving disputes, and additional components necessary to ensure effective cooperation and coordination.

The strength and clarity of interagency agreements within Part C are augmented by further specifications regarding policies related to payment for services, resolution of disputes, delivery of service in a timely manner, policy for contracting or otherwise arranging for service, and payor of last resort. Historically, assignment of financial responsibilities has been the impetus behind interagency efforts, and language regarding financial responsibilities is woven throughout the interagency sections of IDEA. The proposed regulations further clarify the appropriate method for payment of services.

State Implementation Efforts in Coordinating Services for Infants and Toddlers

Policy makers have communicated a vision of a comprehensive, user-friendly service delivery system for young children with disabilities. However, over the past decade, States have encountered numerous roadblocks in implementing this vision.

Barriers

Agencies serving children with and without disabilities often have different requirements for providing services. Interagency coordination requires these entities to join to create new ways of providing services to infants and toddlers with disabilities. This shift to developing comprehensive services has revealed numerous barriers for State agencies, including agency rigidity and "turfism," competition for financial resources, lack of specificity in assigning fiscal responsibilities, individual participants' lack of understanding of the process, and conflicting State and Federal policies and eligibility requirements.

Harbin (1996) examined the issues of turfism and lack of coordinated communication and found that State agencies are qualitatively and fundamentally different from each other. Agency differences include diverse missions, roles, target populations, administrative structures, approaches to decision making, levels of authority over providers, degree of formality (e.g., verbal agreements versus documented agreements), specificity of policies, geographic jurisdictions, professional backgrounds, terminology, philosophy of agencies, resources, priorities, and experience with innovation. These differences made integration of State policies around interagency coordination difficult.

Many States have struggled to achieve a balance between planning a cohesive system while continuing to provide services. For example, New York noted that certain local communities were providing extensive services to families with infants and toddlers with disabilities, while other communities had not yet formed these natural coalitions, and collaborative services were virtually nonexistent. Responding to pressure to create a comprehensive, equitable State system, the regional planning teams were dismantled, and county coordinators were hired to bridge services across the State. This action had the unfortunate effect of squelching local leadership and silencing parent involvement (Apter, 1994). If political pressure had been lifted, more time allotted for planning, or other State models of implementation available at the time, a stronger system that capitalized on local efforts might have been created.

Interagency coordination was considered highly desirable by educators and administrators nationwide, but they did not think it likely to occur (Hales & Carlson, 1992). They perceived a lack of resources to help guide interagency groups through conflict resolution (Wischnowski & McCollum, 1995), lack of follow-through, limited understanding that interagency responsibilities are a new way of working rather than add-on responsibilities, and misunderstanding of laws and regulations that each agency is required to follow (Fields & Pierce, 1997).

Breakthroughs

Recently, some States have shown that interagency agreement and coordination are attainable. Interagency efforts promote resource sharing, which is needed under growing budget constraints. Since the early years of the Part C program, a wide variety of funding sources have been used to provide services, with health-related sources (e.g., Medicaid, private health insurance, State health funds) the most common payors. By 1991, two-thirds of States indicated some level of financial coordination; this usually meant coordination of an average of five sources (Clifford, 1991). By 1993, States reported improvements in efficiency and effectiveness in accessing Medicaid and Early and Periodic Screening, Diagnosis and Treatment (EPSDT) funds (Clifford, Bernier, & Harbin, 1993). Responsibility for coordination of financing services has mostly been assumed at the State level rather than at the local level, and this coordination has been made possible primarily through formally written interagency agreements (Clifford et al., 1993).

Today, a majority of SEAs report having an average of one or two agreements with other State agencies and one agreement with private entities (Fields & Pierce, 1997). SEAs are writing interagency agreements with a wide range of public and private entities. SEAs' most common partners include departments of health or health and the

Table III-5
Number of SEA Interagency Agreements

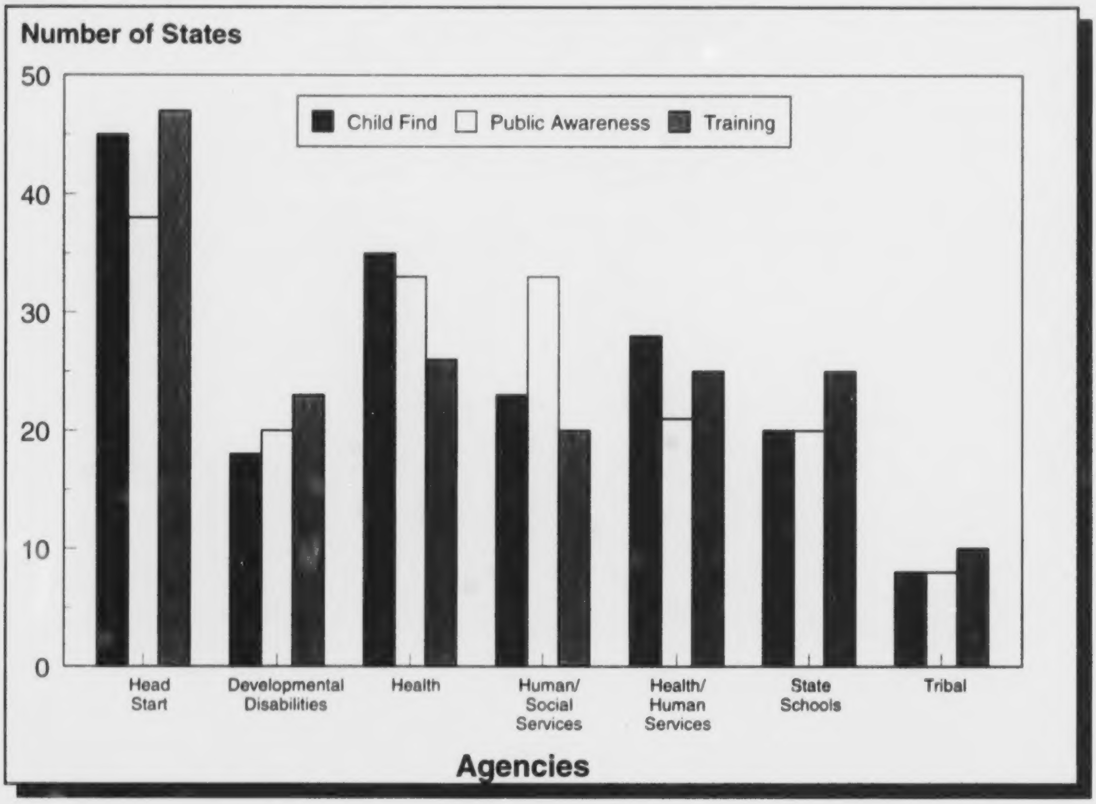
Agencies That Had One or More Agreements with SEAs	Number of SEAs (Out of 30 States)
Developmental Disabilities Services	5
Departments of Health or Health and the Environment	19
Departments of Human Services or Social Services	11
Head Start	12
Departments of Corrections	10
State Vocational Rehabilitation Services	4
State Mental Health and Mental Retardation Services	11

Other partners mentioned: Juvenile Justice, Departments of Labor, Departments of Transportation, the Family Independence Agency, Offices of Children and Families, and Consumer and Industry Services.

Source: Fields & Pierce, 1997

environment, departments of human services or social services, and Head Start (Fields & Pierce, 1997; deFosset, Hardison, & Ward-Newton, 1996). (See table III-5 for a listing of partners and number of agreements; see figure III-10 for a listing of partners and collaboration topics.) DeFosset and colleagues (1996) report that most SEAs are collaborating with other agencies on child find, public awareness, and training activities (see figure III-10). These agreements have cemented relationships between agencies and provided structure where little has existed before.

Figure III-10
Number of Interagency Collaborative Efforts Between SEAs and Other Agencies



Source: deFosset, Hardison, & Ward-Newton, 1996.

Interagency agreements have also clarified agency roles and actions. Establishing agreements helps to create mechanisms for dispute resolution, identify the payor of last resort, align systems to offer shared eligibility requirements for clients, share resources, and share case-level information (Fields & Pierce, 1997). It also creates stronger, more effective child find systems (Bernstein, 1993).

Despite qualitative and fundamental differences among agencies, some States have been able to achieve cohesion with a common interagency mission and a shared vision of a coordinated service system. States approach this in different ways, through development of a separate interagency entity with State-sanctioned powers or use of a variety of structures that facilitate coordination of preexisting agencies. There are, however, common threads: (1) the inclusion of all key individuals and constituencies in the SICC and various task forces, (2) skillful leadership in creating or taking advantage of a positive climate, (3) skillful use of political process, and (4) effective management of the inevitable critical events and systems changes (Harbin, 1996). These common threads are general building blocks for providing services for other age groups under IDEA.

Interagency Coordination Among Agencies Serving School-Age Children

Once a child with an identified need enters school, special education services are made available through the school or are contracted to other public, community, or private entities. In calling for a coordinated service delivery system, Part B language focuses on methods of ensuring services, interagency agreements, and transition periods in the student's life. Each State must develop and implement interagency agreements or other mechanisms between the SEA and each noneducational public agency to ensure that a free appropriate public education (FAPE) is provided. These agreements must include:

- **Agency financial responsibility.** An identification of, or a method for defining, the financial responsibility of each agency for providing services to ensure FAPE to children with disabilities;

- **Conditions and terms of reimbursement.** The conditions, terms, and procedures under which a local educational agency (LEA) must be reimbursed by other agencies;

- **Interagency disputes.** Procedures for resolving interagency disputes under the agreement or other mechanism to secure reimbursement from other agencies or otherwise implement the provisions of the agreement or mechanism; and

- **Coordination of services procedures.** Policies and procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services. (20 U.S.C. 1412(a)(12))

The language of interagency agreements is strengthened in the IDEA Amendments of 1997, particularly on issues regarding payment of services. The State's Chief Executive Officer must now ensure that an interagency agreement or other mechanisms for interagency coordination is in effect between each noneducational public agency and the SEA. In specifying the financial responsibility for each agency, the State Medicaid agency and other public insurers of children with disabilities must be included. The LEA is the payor of last resort.

State Implementation Efforts in Coordinating Services for School-Age Children

While Part B providers have experienced the same barriers as those encountered in the planning and implementation of Part C, progress is being made in offering school-aged children more coordinated services. Today, interagency agreements cover a spectrum of services to school-aged students with disabilities, including school-to-work transition activities and data sharing, improving services to children in juvenile treatment centers, creating coordination between early intervention and preschool services, expanding health services access for Medicaid eligible children, and collaborating on multi-agency personnel development (Fields & Pierce, 1997). A State representative in Kentucky lauds interagency agreements as providing ". . . better use of dollars, broader range of services available to children, better employment outcomes, improved transition planning, better implementation of LRE (least restrictive environment) and FAPE . . ." (Fields & Pierce, 1997, p. 5).

Of special note is the increased focus on interagency collaboration in serving students with emotional disturbance. Historically, services from schools and community mental health and child welfare agencies have been fragmented and uncoordinated for these children (Nelson & Pearson, 1991; Cumblad, Epstein, Keeney, Marty, & Soderlund, 1996). Often, adequate services were only provided through out-of-State residential treatment facilities (Peterson, 1995). In response to academic, social, vocational, and behavioral trends among youth with emotional disturbance (Cumblad et al., 1996), and in an attempt to provide appropriate services in-State (Peterson, 1995), a number of recent initiatives, including grants, cooperative agreements, and legislation, have been aimed at coordinating services among education, health, and social service agencies to address the needs of this population.

Another area that has received significant attention in coordinating services among State agencies and other service providers is the major transition periods of a student's life. Under IDEA, States are directed to ensure that a smooth transition takes place while the student is served through Part B or ready to exit any or all Part B services (20 U.S.C. 1412(a)(9) and 20 U.S.C. 1401(30)). The next section highlights issues related to transition.

Collaboration on Transition Services for Students with Disabilities

Transition to Preschool

When a child with a disability reaches age 3, the State must ensure a smooth transition of services from Part C to Part B (20 U.S.C. 1412(a)(9)). These requirements promote increased collaboration between early intervention providers and public schools as decisions are made on when to (1) transition a child from the IFSP (individualized family services plan) to an IEP (individualized education program) and (2) transfer payment of services from Part C to Part B.

In applying for funds under Part C, States must describe their policies and procedures to be used to:

- ensure a smooth transition for toddlers receiving early intervention services to preschool or other appropriate services;[1]
- review the child's program options for the child's third birthday through the remainder of the school year; and
- establish a transition plan. (20 U.S.C. 1437(a)(8))

States have varied in their implementation of transition services. By 1994, evidence suggested that Part C coordinators, Part B Section 619 coordinators, and SICC chairpersons still viewed transition as an internal plan for their agency or program, rather than a collaborative endeavor (Shotts, Rosenkoetter, Streufert, & Rosenkoetter, 1994). However, interagency agreements were found to be instrumental in creating smoother transitions (Shotts et al., 1994; DeStefano & Wermuth, 1992). Parent representatives, service providers, and State coordinators were less concerned and confused about transition issues when more State or local planning had occurred. By 1994, 30 States indicated that written State transition plans were in place or in draft form (Shotts et al., 1994). Eleven States have extended eligibility to FAPE to below age 3. By 1997, 23 States had developed or were developing policies allowing preschool funds to be used for children before their third birthday; 26 States had policies that allowed the use of Part C funds for children past their third birthday. Thirty-eight States had transition agreements that provided for collaborative activities at the local level (deFosset & Carlin, 1997).

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[1] States may provide special education and related services to 2-year-old children with disabilities who will turn 3 during the school year. (§619(a)(2))

Transition From Preschool to Primary School

Less information is available regarding children with disabilities transitioning from preschool to primary school. This may be because the education agency is responsible for both preschool and primary services, and therefore the transition relies more heavily on intra-agency efforts. By 1997, however, 17 States had developed or were developing agreements for transitions from preschool to kindergarten/ first grade (deFosset & Carlin, 1997).

Transition Into Adult Life

One of the primary purposes of IDEA is to ensure that all children with disabilities have an education that prepares them for employment and independent living (20 U.S.C. 1400(d)(1)(A)). This is particularly important because only 57 percent of all youth with disabilities are employed, compared with 69 percent of the general population (SRI International, 1993). Without interagency cooperation, students with disabilities have often encountered an abrupt end to support services when they leave school, and these young adults are not always equipped to independently coordinate the transition (Groves & Thomas, 1995).

The IDEA Amendments of 1997 expand transition services so that they are designed within an outcome-oriented process that promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation (20 U.S.C. 1401(30)). Beginning at age 14, each student's IEP must include a statement of his or her transition service needs. The plan is to be updated annually (20 U.S.C.1414(d)(1)(A)(vii)(I)). By the age of 16, younger if determined appropriate by the IEP team, each student's IEP must include a statement of needed transition services, including, if appropriate, a statement of the interagency responsibilities or any needed linkages (20 U.S.C. 1414(d)(1)(A)(vii)(II)).

Notably, other Federal legislation underpins IDEA's focus on this transition, including the Carl D. Perkins Vocational Education and Applied Technology Education Act of 1990 (P.L. 101-392), the Rehabilitation Act Amendments of 1992 (P.L. 102-569), and the School-to-Work Opportunities Act of 1994 (P.L. 103-239). These ". . . pieces of Federal legislation stress the need for coordinated interagency transition policy development, implementation and service provision" (Wermuth & Grayson, 1995, p. 2). It should be noted that each piece of legislation and its corresponding rules and regulations are administered through different Federal agencies or different offices within the U.S. Department of Education (Szymanksi, Hanley-Maxwell, & Asselin, 1992). Integrating the legislation has been difficult for some States.

Building on a history of collaboration in education, vocational education, and vocational rehabilitation, some States are taking advantage of the national focus on career preparation to renew and extend their services to youth with disabilities. In reviewing recent career development programs for youths with disabilities, 60 percent of the exemplary transition programs used interagency and interdisciplinary collaboration (Kohler, DeStefano, Wermuth, Grayson, & McGinty, 1994). Concerned about the fragmented service delivery to students with disabilities exiting the school system, California launched a comprehensive project to redesign the State postschool preparation system. Nine different State-level agencies have come together; after 4 years of planning, they initiated State legislative and policy changes. As a result, the State has recently expanded its definition for transition to include follow-up services that provide ". . . specific outcomes for meaningful employment and quality of adult life" (Hegenauer, 1995, p.120). Essentially, the State has taken responsibility for following and supporting students with disabilities beyond the exit from public education. This is a prime example of a collaborative interagency effort that is beginning to map out a new way of providing needed services to students with disabilities.

Summary

In the past 20 years, there has been general agreement that interagency efforts promote coordinated services for children with disabilities. IDEA has helped to guide and support these efforts. Early efforts met with numerous barriers because State agencies were designed for distinct purposes. States encountered resistance to change because of agency rigidity, individuals' misperceptions, and cloudy specifications for payment of services. State agencies serving infants and toddlers have taken significant steps in breaking down many of those barriers and provided numerous models of interagency collaboration. Presently, most SEAs have created interagency agreements with a variety of other entities that cover a range of services. In particular, serving youth with emotional disturbance through coordinating school, mental health, and social services has become a recent focus. The transition of young children into schools has been improved through interagency efforts. Finally, building on a history of interagency cooperation, SEAs, vocational education agencies, and vocational rehabilitation programs are in the process of renewing their service system to provide youth with disabilities a smoother transition into postschool activities.

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Modules

1. *Standards-Based Reform and Students with Disabilities*
2. *Developing Alternate Assessments for Students with Disabilities*
3. *Secondary School Completion for Students with Disabilities*
4. *State Improvement and Monitoring*
5. *Performance Indicators for Parts B, C, and D*
6. *Results From RRC Technical Assistance to States*

SECTION IV

RESULTS

Standards-Based Reform and Students with Disabilities[1,2]

PURPOSE: To describe the concept of standards-based reform and its implementation by States, with particular attention to inclusion of students with disabilities in assessments.

Standards-based reform has become the foundation for educational change in the 1990s. According to a report by the National Research Council:

> "Standards-based reform includes content standards that specify what students should know and do to demonstrate proficiency, and assessments that provide the accountability mechanism for monitoring whether these expectations have been met and by whom. In addition, standards-based reforms assume that schools should be held publicly accountable for student performance." (McDonnell & McLaughlin, 1997, p. 3)

It is recognized, however, that standards-based reform is being implemented in different ways by States and local educational agencies (LEAs).

Standards-based reform encompasses four concepts. First is a focus on establishing *high standards*, both in the rigor of content standards (what students know and are able to do) and the level of performance that must be demonstrated toward achieving the standards. The American Federation of Teachers (1996) reported that 48 States are now establishing common academic standards for their students. However, the development of standards is an ongoing process as States continue to revise and expand them.

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[1] For further discussion on these topics, see "Developing Alternate Assessments for Students with Disabilities" in the next section and "State Accountability and Students with Disabilities" in the Context/Environment section. For an in-depth discussion on how standards-based reforms have driven changes in curriculum and instruction at the school-level, the reader is encouraged to review the module titled "School Reform and Students with Disabilities: The Changing Context of Classrooms" in the *19th Report*.

[2] This module reports in work conducted by the National Center on Educational Outcomes, one of several research centers funded by OSEP.

A second concept embedded in standards-based reform is a belief in *accountability*. Accountability refers to "a systematic method to assure those inside and outside the educational system that schools and students are moving toward desired goals" (Brauen, O'Reilly, & Moore, 1994, p. 2). Accountability can be directed toward the individual (e.g., students must meet certain requirements to earn a diploma) or toward the system (e.g., schools must reach a certain level of performance to receive accreditation). Related to the belief in accountability is the third concept associated with standards-based reform--the implementation of *consequences* as part of the accountability system. Such consequences may include sanctions such as probational status and rewards such as teacher incentives at the school and district levels. Accountability systems have consequences, even if only in terms of public reporting of the results. Increasing the consequences in the accountability system is a particular focus of recent educational reform. In the most recent studies of educational accountability systems (Bond, Braskamp, & Roeber, 1996; National Education Goals Panel, 1996), 27 States tied consequences for student performance to schools (e.g., loss of funding, awards to staff, etc.), and 30 States tied consequences to students (e.g., student promotion, awards or recognition, graduation).

Finally, as a part of standards-based reform, there is renewed reliance on the use of *assessments* to measure the performance of students and their progress toward meeting standards. Bond and colleagues (1996) reported that during the 1995-96 school year, 46 States administered statewide student assessments. This number has increased over time, along with the attention given to the assessments.

Although the language and intent of standards-based reform have emphasized its importance for all students, the extent to which students with disabilities actually have been included in the various aspects of reform is still a question. Four avenues for examining the inclusion of students with disabilities in standards-based reform are: (1) involvement of special education in State-based reform activities, (2) current practices and policies in statewide assessments, (3) reporting of the performance of students with disabilities, and (4) research findings relevant to standards-based reform. Each is discussed below.

Involvement of Special Education in State-Based Reform Activities

In 1997, State directors of special education responded to questions about the involvement of their offices in State Department of Education activities related to reform (Erickson & Thurlow, 1997). These directors also indicated the emphasis placed on reform in their States. In general, the more emphasis placed on a reform activity, the greater the involvement of special education in that activity. However, there is room for greater involvement. For example, 35 State directors of special education indicated that efforts at establishing or revising educational results, standards, or curricular frameworks were highly emphasized in their States (see table IV-1), yet the number of directors who indicated that their offices were highly involved in these efforts was small. Only 12 directors indicated that their offices were closely involved in establishing standards. Similar results were found for other reform areas as well.

A three-part analysis of State standards documents was conducted to determine the extent to which students with disabilities were considered in the development of the standards (Thurlow, Ysseldyke, Gutman, & Geenan, 1997). First, States' standards documents were examined for evidence of involvement in the development process of individuals with disabilities or individuals knowledgeable about disabilities (e.g., special education teacher or administrator, parent of student with disability, advocate). This analysis revealed that few States have involved these individuals as they developed their standards--only 17 percent of States included special educators in the standards development process. Thus, existing standards documents were developed, for the most part, without the involvement of people familiar with disabilities.

Table IV-1
State Level Emphasis and Special Education Involvement in Establishing Educational Results, Standards, or Curricular Frameworks

Level of Involvement by Your Special Education Division or Unit	Emphasis Placed on This Activity by State Educational Agency This Year					
	1: No Emphasis	2	3	4	5: High Emphasis	Total Number of States
1: Not involved	2 States				2 States	4 States
2				2 States	3 States	5 States
3			3 States	5 States	11 States	19 States
4			1 State	4 States	8 States	13 States
5: Closely involved			1 State		11 States	12 States
Total Number of States	2 States		5 States	11 States	35 States	53 States*

* Total includes both regular States and unique U.S. territories. Not all States or territories responded.

Source: Erickson & Thurlow (1997).

The second part of the analysis of State standards (Thurlow, Ysseldyke, Gutman, et al., 1997) focused on how States specified whether students with disabilities would be held to State standards. Most States (77 percent) refer to "all" students in their standards. However, 49 percent mention "all" students without stating whether this includes students with disabilities; 8 percent specifically mention students with disabilities, and 20 percent give information on accommodations that might be needed to provide these students the opportunity to reach these standards. Only 23 percent of the States made no mention of "all" students or students with disabilities.

The third analysis of standards documents focused on the extent to which nonacademic standards were addressed in the States' documents (Thurlow, Ysseldyke, Gutman, et al., 1997). These areas, such as social or emotional development, citizenship, and physical health, are frequently of importance to students with disabilities. This analysis revealed that States do indeed identify standards in a variety of areas other than academics. The extent to which information is available in nonacademic areas is not known. State assessment and accountability systems typically focus only on academics. And, State directors indicated that their own offices do not routinely collect or publish data reflecting nonacademic domains (Erickson & Thurlow, 1997).

Current Practices and Policies in Statewide Assessments

The use of statewide assessments as part of educational accountability systems is widespread, but the specifics of the assessments vary greatly from one State to the next. Most assessments are administered in grades 4, 8, and 11, but at least two States administer assessments in every grade from kindergarten through grade 12. The subjects most frequently covered in statewide assessments are mathematics, language arts, and writing, with science and social studies close behind. Writing assessments and criterion-referenced tests are used most often, followed closely by norm-referenced tests. Slightly fewer States administer performance assessments, and only four States currently use portfolios as part of their statewide assessments. Currently, there is a tremendous amount of State activity related to assessments, which means that the characteristics of State assessment systems change frequently. A significant amount of the activity surrounding State assessments involves including students with disabilities.

In a 1997 survey, approximately 60 percent of States placed high emphasis on developing or revising the participation and exemption policies for students with disabilities in assessments (Erickson & Thurlow, 1997). At the same time, about 40 percent placed high emphasis on their accommodations policies. This is just one indication of the tremendous amount of activity that has surrounded these policies in the past 5 years. Since 1995 when the National Center on Educational Outcomes (NCEO) published States' participation (Thurlow, Scott, & Ysseldyke, 1995b) and accommodations policies (Thurlow, Scott, & Ysseldyke, 1995a), 34 States have updated their policies on participation, and 32 have updated their policies on accommodations (Thurlow, Seyfarth, Scott, & Ysseldyke, 1997).

Participation in State assessments. Although the participation of students with disabilities in assessments emerged as an issue in the early 1990s, its importance grew with the IDEA Amendments of 1997, which require States to report on the participation of students with disabilities in assessments (see Elliott, Thurlow, Ysseldyke, & Erickson, 1997; Thurlow, Ysseldyke, Erickson, & Elliott, 1997). In 1997, there continued to be a lack of good data on the participation of students with disabilities in assessments, despite the high emphasis placed on this issue. Twenty-four of fifty-three State directors reported that their offices do not currently collect or receive information on the rate at which students with disabilities participate in any of their statewide assessments. State special education directors report that a leading inhibiting factor for increased participation of students with disabilities in assessment is the "high stakes" attached to school or district performance. This is followed by the tendencies of some teachers and parents who wish to protect students from stressful testing situations, the variation in implementation of participation guidelines, and inadequate monitoring of implementation. Of the 27 States indicating that their offices collect or receive information on the number of students with disabilities tested in statewide assessments, only 9 actually provided numbers when asked to do so.

Individualized education program (IEP) documentation. The IDEA Amendments of 1997 call for increased access for students with disabilities to the general education curriculum; the amendments also included several requirements for documentation on the IEP. For example, there must be documentation of whether students will participate in the regular State assessment or in an alternate assessment that is to be developed and conducted by no later than July 1, 2000. Furthermore, IEPs must document both instructional and assessment accommodations that a student requires.

In 1997, however, only six State directors of special education indicated that their States had a requirement for IEP documentation related to State content or curriculum standards (Erickson & Thurlow, 1997). In addition, 75 percent of State directors indicated that documentation of instructional accommodations is a current IEP requirement; approximately 55 percent indicated that their States require documentation of which assessment a student will take and which accommodations are provided during the assessment.

Alternate assessments. Alternate assessments are designed for those students with disabilities who are unable to participate in general large-scale assessments used for accountability purposes by districts or States (Thurlow, Olsen, Elliott, Ysseldyke, Erickson, & Ahearn, 1996). The IDEA Amendments of 1997 require that such assessments be developed and conducted no later than July 1, 2000, and the performance of students reported. In 1997, the development of alternate assessments was still in conceptual form in many States. Only Kentucky had a fully implemented alternate assessment for those students unable to participate in the regular assessment. Maryland was field-testing its alternate assessment (see next module). Numerous other States indicate that they are "planning" or "considering" development of alternate assessments.

Reporting the Performance of Students with Disabilities

Even when students with disabilities are included in State assessments, their scores may not be reported (Erickson, Ysseldyke, Thurlow, & Elliott, 1997). In an earlier analysis, it was discovered that 14 of 24 States with written policies specifically excluded the scores of students with disabilities when assessment results were reported (Thurlow, Scott, & Ysseldyke, 1995b). In 1997, State directors of special education in 31 States reported that the performance scores of students with disabilities were disaggregated for one or more of their State assessments (Erickson & Thurlow, 1997).

In States where scores of students with disabilities were not disaggregated, State directors indicated that the primary reasons included (1) lack of time, (2) lack of resources, and (3) inability to identify students with disabilities in the databases. Few States indicated that the reason was a concern about possible misinterpretation or that there was no need for the information.

In those States that did disaggregate data on students with disabilities, the scores were primarily reported in internal review documents for both State and local education administrators (Erickson & Thurlow, 1997). States that report assessment results for students with disabilities are shown in table IV-2. Only 10 States include the disaggregated performance of students in their regularly released reports on educational results (Thurlow, Langenfeld, Nelson, Shin, & Coleman, 1997).

Analysis of State accountability reports from 47 States and Washington, D.C. (Thurlow, Langenfeld, et al., 1997) revealed a number of other findings. The analysis looked at 113 accountability reports that were given to NCEO between 1995 and 1997. The reports covered data from the 1993-94 school year through 1995-96 depending on the time the report was received from the State and the most recent reports the States had available. The analysis looked at the types of inputs, processes, and results that States use as educational indicators for students with and without disabilities. Existing reports that include data on students with disabilities are extremely variable in the types of information presented. Most report on enrollment, and few report on performance. When performance data are presented, they may be provided for only a subset of the data available for general education students. Often, it is unclear when students are included or excluded from

Table IV-2
States That Report Assessment Results for Students with Disabilities[a]

Separate results for students with disabilities not included in reports	AK, AL, AR, AZ, CO, DC, DE, FL, HI, IA, ID, IN, KY, MA, MD, ME, MI, MO, MS, MT, ND, NE, NH, NJ, NM, NV, OH, OK, OR, PA, SD,TN, UT,VT,WA, WV
Separate results for students with disabilities included in general education reports	GA, KS, NC, RI, SC, TX, VA
Results for students with disabilities included in separate report	CT, LA
Separate results for students with disabilities included in both general education and separate reports	NY
No accountability report[b]	CA, MN, WY

a/ Data current for June 1997.

b/ California's testing system is currently under revision; Minnesota is currently developing an accountability system; an assessment system is under consideration in Wyoming.

Source: Data taken from Erickson, Ysseldyke, et al., 1997.

specific pieces of information presented in State accountability reports.

Research Findings Related to Standards-Based Reform

Considerable energy is now being invested in research to address several of the critical issues that face States and LEAs as they move toward the participation of students with disabilities in their reforms and accountability systems. In December 1997, the U.S. Department of Education funded 19 assessment-related projects. Three of the national projects are discussed below.

In the first project, the Department of Education is looking at efforts that will increase the number of students with disabilities and limited English proficiency who participate in the National Assessment of Educational Progress (NAEP). In another, the National Center for Educational Statistics has established a line of research that addresses both students with disabilities and students with limited English proficiency (Olson & Goldstein, 1997). In the third project, the NCEO focuses on educational outcomes for all students. Among some of the initial findings of all of these efforts are:

- More students can be included in large-scale assessments than have typically been included.
- Specific guidelines for IEP members and other decision makers can increase the reliability of decisions that are made about participation in assessments and about the types of accommodations that are needed.
- Some accommodations[3] that may have been controversial in the past (e.g., marking on the test booklet rather than on an answer sheet, reading a math test to the student) do not seem to alter the validity of the test.
- Alternate means of assessment for students with disabilities are being discussed and developed, allowing increased participation in assessment and accountability systems.
- Parents and teachers overwhelmingly view the current emphasis on higher standards and participation in aligned assessment programs as positive and beneficial

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[3] The most frequently used accommodations can be classified into one of four areas: (a) setting (taking the test in a separate room, a carrel, or a small group), (b) scheduling (extended time, breaks during testing, or testing on certain days), (c) presentation (using braille or large print, sign language presentation of directions, recording directions), and (d) response (computer-generated and scribe-recorded answers, point to answers, mark in booklet).

to helping students with disabilities achieve better educational results.

- Current performance reporting practices for students with disabilities need to be dramatically improved to better inform public and policy-making audiences.

Eight additional projects were funded through OSEP, and another eight were funded by the Office of Educational Research and Improvement (OERI). Findings from these projects are not yet available.

Summary

Standards-based reform is being implemented within the educational system, and special education is beginning to play an increased role in reform efforts. States are placing high priority on the issue of inclusion of students with disabilities in State assessments and accommodations for these students. However, the data on student participation in statewide assessments continue to be inconsistent. The increased emphasis on reporting in the IDEA Amendments of 1997 is designed to improve participation and accommodation data. States are also addressing alternate assessments for students with disabilities. Reporting of performance assessments for students with disabilities varies widely across States, from reporting of disaggregated data in regular State accountability reports to separate reporting to no reporting.

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Developing Alternate Assessments for Students with Disabilities

Standards-based reform is gaining momentum across the United States as virtually every State implements an accountability system. Although standards and assessments may vary from State to State, at least two components are similar: (1) public reporting of results and (2) the use of rewards (e.g., teacher incentives) for schools and districts that make satisfactory progress toward identified standards or sanctions (e.g., probational status) for schools and districts that do not make such progress.

PURPOSE: To provide an understanding of alternate assessments and critical issues in developing assessments that are part of accountability systems, and to highlight the efforts of two States to include all students in their accountability system.

Although most States encourage the use of testing accommodations to facilitate the participation of students with disabilities, there is great variation in the numbers of students who actually participate. In fact, participation rates range from 0 percent to 100 percent, depending on the State (Erickson, Thurlow, & Ysseldyke, 1996). However, when students with disabilities are exempted from the testing process, they typically are not included in the accountability system, which means that school and district staff are not held accountable for the progress of these particular students (Thurlow, Scott, & Ysseldyke, 1995).

State reports suggest that large numbers of students with disabilities, and most with significant disabilities (approximately 1 to 2 percent of the total student population), are exempted from participation in large-scale assessments that form the basis of accountability systems. The reasons for their exclusion include the following:

- Current general assessments are not relevant to their needs.
- They are typically participating in an alternate curriculum.

- An IEP team reviews their progress annually and determines that participation in large-scale assessments are not appropriate for a particular child.
- Student progress on IEPs has served as the accountability measure for special education.
- Developing new assessments for this group of students is resource intensive (e.g., fiscal and manpower) and technically difficult.
- Test administration rules and guidelines have traditionally required students to be tested at their age-appropriate test level instead of their actual instructional level. (For example, a 10-year-old child working on the first grade level would be tested at the fourth or fifth grade level.) This may lead to diagnostic information that is not very helpful.
- School administrators may not want to include some students with disabilities because administrators believe these students' test scores may negatively affect the overall school score.
- Some school administrators and teachers do not want specific students included because they believe that it would subject these students to high stress.

The current special education evaluation process (i.e., IEP development and review) focuses on individual students. Although evaluating individual progress is important, it is also necessary to evaluate the school's effectiveness in preparing students with disabilities for life as adults in communities and holding school personnel accountable for the progress of these students (Brauen, O'Reilly, & Moore, 1994).

To address these issues, the IDEA Amendments of 1997 require all States to:

1. Report to the public on the performance of students with disabilities participating in regular assessments (20 U.S.C. 1412(a)(17(B)(iii));

2. Conduct alternate assessments for students who cannot participate in State and district-wide assessment programs (20 U.S.C. 1412(a)(17)(A)(iii)); and

3. Report to the public on the performance of students with disabilities participating in alternate assessments (with the same frequency and in the same detail as they report on the assessment of nondisabled children) if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children (20 U.S.C. 1412(a)(17)(B)(iii)).

What Are Alternate Assessments?

There are three predominant types of large-scale assessments for students with disabilities: general assessments, general assessments with accommodations, and alternate assessments. The majority of students take the general, large-scale assessments without any accommodations; others may benefit from the use of changes in setting, presentation style, response style, extended time, or alternative supplies or equipment (accommodations); and a small percentage need to participate in alternate assessments.

As explained by Ysseldyke and colleagues (1997) "alternate assessments are used when students do not 'fit' within the regular assessment program, or when the tests typically used do not 'fit' a segment of the school population (p. 2)." These alternative methods of gathering information on student achievement may look similar to the general assessments (i.e., similar performance measures) but will probably differ in format or content.

Putting Alternate Assessments in Practice

With the passage of the IDEA Amendments of 1997, all States are in the process of developing strategies for including students with significant disabilities in their accountability systems. Some States are already implementing this process.

Two examples, Kentucky's Alternate Portfolio system and Maryland's Independent Mastery Assessment Program, are described below.

Kentucky's Alternate Portfolio

Assessment and accountability form just one part of the educational reform in Kentucky known as the Kentucky Education Reform Act (KERA). With the advent of KERA, most curricular and instructional decisions were to be made at the school building level. With this new autonomy, however, schools became accountable for student learning through the performance-based assessment system. In Kentucky, schools receive cash rewards or sanctions based on their assessment scores. Baseline scores for 2 years are calculated to reflect a threshold score. Schools must exceed their threshold score to be eligible for cash rewards. Schools that fail to reach their threshold score or fall significantly below their threshold may receive technical assistance from the State Department of Education and are subject to extreme sanctions such as removal of staff.

The assessment system uses performance assessment methodologies that are based on a common curricular framework of 57 Academic Expectations. These expectations are determined for all students, who produce writing and mathematics portfolios that represent a collection of best work, on-demand performance events, and standardized assessment scores (i.e., California Test of Basic Skills). The standardized assessment is not used in the accountability index, an aggregation of student assessment data that results in school classification for rewards or sanctions (Petrosko, 1998). Students with disabilities are fully included in the assessment system. Students with disabilities can participate in the general assessment system with or without specifically determined accommodations. Students for whom writing and mathematics portfolios would be inappropriate participate in the assessment system through an Alternate Portfolio. An Alternate Portfolio score weighs equally with the combination of assessments in the general system. The scores are reported through the accountability index. In addition, scores for students in the Alternate Portfolio are tracked to the child's neighborhood school, so that schools are encouraged to have ownership of the results of all students who reside within the school's attendance area. The Alternate Portfolio does not relieve the school of its responsibility for the education of that student.

Less than 1 percent of Kentucky's students, or approximately 850 per year, develop Alternate Portfolios. The severity of disability category alone is not a basis for exemption from the assessment process. In fact, only one student has been exempted in the past 6 years. All other students have participated in one of the assessment formats. Specific eligibility requirements for the Alternate Portfolio limit participation to those students with significant cognitive disabilities that are not the result of specific learning disabilities; hearing, vision, physical, or emotional/behavioral impairments; and who, even with appropriate modifications and support, are unable to complete the regular program of studies (Kentucky Systems Change Project, 1997). Following State guidelines, each student's IEP team determines which assessment the student will participate in and identifies accommodations as needed.

The Alternate Portfolio is based on a unified set of six learning goals and 28 of the 57 Academic Expectations identified for all students. An example of an Academic Expectation is: "Students use research tools to locate sources of information and ideas relevant to a specific need or problem" (Kentucky Department of Education, 1993). For one student, a critical function of "using research tools" may be to use an augmentative communication system to ask a question or request assistance. Another student may conduct a survey of employers about appropriate dress for work.

An Alternate Portfolio contains several types of information, including a letter to the reviewer written or dictated by the student or interpretations of the student's communication by peers; examples of a student's mode of communication; and an individualized daily schedule with examples of how the student is learning to use the schedule. Eighth and 12th grade students must include a resume and/or evidence of vocational skills. A letter of validation from the parent must also be included. Finally, the portfolio must include 8 to 10 entries that show student performance in multiple settings with appropriate supports and peer interactions. Evidence of student performance can be instructional program data, photographs or videotape, and permanent products. A single entry may incorporate any or all of these approaches.

Portfolios are scored by teachers using a holistic scoring approach. This approach incorporates key standards in six scoring dimensions that must be shown within and across entries in order to score at high levels. The holistic scoring guide shows performance indicators at four levels: novice, apprentice, proficient, and distinguished. These indicators reflect those used in the general writing and mathematics portfolio. The scoring dimensions for the Alternate Portfolio are grounded in best programming practices for educating students with moderate and severe disabilities.

A recent survey of teachers involved in the alternate assessment suggested that teachers saw benefits of including these students in school accountability indices (Kleinert, Kearns, & Kennedy, 1997). Some of the benefits reported by teachers included instructional programming related to students following their own schedules, students evaluating their own performance, and an increase in the number of students using augmentative communication systems (Wheatley, 1993). Teachers also expressed frustration with the amount of time required to develop an Alternate Portfolio and scoring reliability, and some teachers perceived that the process is an assessment of teachers or programs rather than student progress.

Maryland's Independent Mastery Assessment Program

In 1989, the Maryland Board of Education adopted the report of the *Sondheim Commission on School Performance*, which called for educational reform through rigorous standards and a new assessment. The Commission stipulated that "all children can learn equally rigorous content." Therefore, all children should be included in the accountability process (Haigh, 1996). Currently, two assessments form the "student performance" component of the Maryland School Performance Program; Maryland Functional Tests (MFTs), which consist of four minimum competency tests in reading, writing, math, and citizenship which must be passed for graduation, and the Maryland School Performance Assessment Program (MSPAP). The MSPAP is a collection of performance assessments administered to a matrix sampling of students in grades 3, 5, and 8. The tasks are designed to measure what students have learned based on identified State outcomes. The assessments are integrated across subject matter content and emphasize the application of knowledge and skills in content areas. Each assessment requires multiple student responses that can include open-ended responses, writing mathematical findings, and group activities. Results are not reported for individual students. Rather, they are used to provide descriptive data about a school's performance at targeted assessed areas. Additional plans to take effect with the 2004 graduating class include requiring passing of all four of the MFTs to exit eighth grade and the implementation of a high school assessment that will be similar to the MSPAP, with passing required for graduation.

In an effort to include students with diverse learning styles, a wide array of accommodations were identified for students with disabilities, those eligible for Section 504 support, and those identified with limited English proficiency. All students with disabilities take the MFTs and MSPAP unless their IEP committee determines that the student is receiving a functional life skills curriculum rather than the curriculum based on the Maryland learning outcomes of reading, writing, language usage, math, science, and social studies. The Independence Mastery

Assessment Program (IMAP) was developed for those students with significant cognitive disabilities who cannot participate in the MFTs and MSPAP.

IMAP development was guided by a Stakeholder Advisory Committee composed of parents, special educators and administrators, principals, local district accountability coordinators, assessment and measurement specialists, employers, and representatives of advocacy and adult service organizations. Exit standards (age 21 years) were identified in the personal management, community, career/vocational, and recreation/leisure content areas with enabling standards in the learner areas of communication, decision making, behavior, and functional academics. A back-mapping process was used to identify outcomes and indicators for benchmark ages of 5, 8, 10, 13, and 17.

A series of chronologically age-appropriate performance tasks has been developed for each content area. Opportunities to engage in activities leading to the learner areas are embedded in each task. For example, a vocational task for a student age 17-21 could focus on preparing to engage in a community-based job and obtaining the necessary clothing, supplies, and equipment. The student's performance is scored on actual work preparation skills as well as on communication with nondisabled co-workers, problem solving, appropriate behaviors, and use of functional academic skills. After task completion, each student participates in a discussion that analyzes his/her performance.

Six scoring rubrics are used for each task. They are student performance, program supports, communication, decision making, behavior, and functional academics. The student performance rubric is a 4-point scale, with the highest score awarded to those students who complete the task with minimal assistance from peers and co-workers. A lower score is assigned for completing the task with support from teachers or other special education personnel. The program support rubric assesses chronological age-appropriate supports that are provided only as needed to promote maximum independence.

The IMAP product for each student is a portfolio consisting of at least two videotaped on-demand performance tasks, descriptions/examples of program supports (e.g., communication systems, behavior management plans), descriptions of previous experiences (e.g., vocational, community participation), and an optional parent survey that addresses student skills outside of school. Portfolios, including the videotapes, are evaluated during the summer by a group of three special educators (who do not know the student). This summer session is a professional development opportunity for the teachers as well as a formal scoring session. Scoring results are reported at the school level for the school that the student attended at the time of the assessment.

Currently, 12 of the State's 24 districts participate in IMAP. Because it has not yet been formally adopted as part of the State's accountability system, IMAP focuses on program improvement. With the implementation of the IDEA Amendments of 1997, the current IMAP framework is being expanded to include all school districts in Maryland.

IMAP was designed to change instruction. Regardless of the special education placement, all students should have ongoing, regular opportunities to engage in community-based vocational experiences that facilitate effective transition to employment opportunities following school. Likewise, it is expected that students will begin to regularly engage in self-evaluation of their individual performance. Experiences in the first 2 years of the IMAP process revealed that minimal instructional time was devoted to the critical thinking skills of decision making/self-evaluation by students with significant disabilities. However, employers on the Stakeholder Advisory Committee felt strongly that these skills needed to be addressed early in school to allow sufficient time for skill development.

Issues To Consider in Developing Alternate Assessments

Including students with significant disabilities in accountability systems and developing the alternate assessments that will serve as the assessment mechanism are complicated tasks.

One goal of IDEA is to foster increased and expanded ownership for the education and services provided to students with disabilities. To accomplish this goal, a number of issues need to be considered within the context of each State's accountability system. Most of these can be addressed in two ways: within a unified system (e.g., Kentucky) or an alternative system (e.g., Maryland). Both approaches have merit; however, each time a decision is made to adopt an alternative component (i.e., standards, assessment framework, scoring rubric, reporting framework), an additional barrier is drawn that separates students with significant disabilities from the larger student population (McLaughlin & Warren, 1994).

Eligible Population

Perhaps the most significant and controversial issue to be addressed is the identification of the population of students eligible to participate in alternate assessments. Currently in many States, large numbers of students with disabilities are exempted from general assessments because they read below grade level, lack sufficient comprehensive skills, disrupt the testing environment, or become frustrated during testing. Others are exempted because they have significant cognitive disabilities that prevent them from participating in most large-scale assessments, particularly those based on academic content versus those addressing vocational or personal management. The intent of IDEA is for a small number of students to participate in alternate assessments with the large majority of the remaining, currently exempted students being included in the general assessments. Therefore, as State departments of education develop eligibility policies, care should be taken to avoid identification of eligible or noneligible groups of students. The ultimate decision should be made by the IEP team on an individual basis within the framework of IEP development and review.

Identification of Standards

Standards for students with disabilities need to be challenging, comprehensive, and realistic. Most States have already identified the standards that serve as the foundation for the general assessments. Depending on the nature of the standards, additional standards may need to be developed. Standards that focus on academic areas may not be broad enough to be relevant to the needs of students with significant disabilities and will need to be expanded or replaced by alternate standards that address relevant areas. However, many States have developed broad standards that can facilitate a system wherein all students work toward similar standards while exhibiting their progress in different ways.

The process of identifying alternative or additional standards should include geographic and cultural diversity, educators from the continuum of educational settings, parents, students or former students receiving special education services, employers, and adult service agency representatives.

Purpose of the Assessments

It is essential that the purpose of the alternate assessment be clear to everyone. If a State requires that a student pass a particular assessment to advance to a higher grade or to graduate, then the schools must ensure that parents are fully informed of their options regarding an alternate assessment and that students with disabilities have access to instruction that will prepare them also to advance or graduate. Furthermore, students with disabilities should not be recommended for alternate assessments if their exemption from the general assessments is viewed as a way of increasing the school's score.

Assessment Format

Assessments should reflect the broadest possible range of knowledge and skills needed for a positive quality of life.

For students with significant disabilities, this range should encompass vocational, personal management, leisure, and community orientation skills. However, it is impractical to propose developing a series of assessments that would cover all the necessary areas and that would be taken by every student.

There are options that enable assessors to evaluate the progress of groups of students toward meeting standards. Kentucky's portfolio approach presents a common framework for all portfolios while allowing for individual flexibility (e.g., focus areas) in selecting actual entries. Maryland has adopted two approaches. For the MSPAP, each student is randomly assigned to one of three groups. Each group takes a different assortment of performance assessments. Individually, the assortments do not provide a complete picture of individual student progress toward meeting State standards; but, analyzing performance across the three assessment groups offers a "bird's eye" picture of overall progress of the group. IMAP offers an alternative approach, with local school district accountability staff randomly assigning each student to a task while allowing school-based staff to select a second task for each student. An additional consideration is whether the alternate assessment will be an on-demand task (i.e., IMAP) or an ongoing process (i.e., Kentucky's portfolios). On-demand tasks allow a snapshot of performances by a large group at one particular time. A portfolio process can offer the opportunity to see change over time.

Scoring Rubrics

Traditionally, the goal of assessments has been to determine whether the student knows subject matter content. More recently, the focus has changed to whether a student can apply knowledge. When evaluating students with significant disabilities, additional issues need to be considered. Given the nature of the disability, a student may require support to complete certain tasks. This support has typically been provided by paid staff (e.g., special educators, job coaches, counselors). The advent of natural supports has resulted in a new focus on roles that others can play. Both Kentucky and Maryland have chosen to award higher performance points to those students receiving natural supports than to those receiving supports from staff.

This results in multi-point scoring rubrics. Both Kentucky and Maryland use 4-point scales. Kentucky uses descriptive terms, and Maryland uses numeric terms. In an effort to create a unified accountability system, consideration should be given to the adoption of comparable scoring rubrics for both general assessments and alternate assessments.

Administration of Alternate Assessments

Resources required for administration of alternate assessments vary according to the nature of the specific assessment. Developing alternate portfolios may require no more resources or logistical support than are required to develop the general portfolios. Likewise, when performance assessments are aligned with performance-based instruction, administration will not require significantly more resources. Difficulties in resource allocation (e.g., manpower, equipment) tend to arise when the assessment looks very different from day-to-day practices. If students are engaged in community-based instruction and self-evaluation activities occur regularly, the actual assessment session should not pose dramatic logistical problems.

Scoring of Alternate Assessments

The viability of the alternate assessment system may rest with the reliability of the scoring process. Lessons learned from Kentucky and Maryland point to the impact training has in achieving reliability.

These States have adopted different scoring approaches. Each Kentucky Alternate Portfolio is scored at least twice. The first scoring is conducted by the student's own teacher with (ideally) the input of another trained scorer. The second scoring is done at a regional level by scorers blind to the initial score as well as to the district submitting the portfolio. Alternate portfolios that lack consensus between the two scores are evaluated a third time by a State employee.

Maryland IMAP portfolios are scored simultaneously by three trained scorers who represent districts other than the district submitting the portfolio. Their scores are averaged to obtain a final score.

Reporting of Scores

The IDEA Amendments of 1997 require that the public in each State receive a report on the performance of students with disabilities with the same frequency and in the same detail as reported for nondisabled students. However, the reporting must be statistically sound and cannot violate the confidentiality of individual students.

Several benefits can accrue when scores are reported in the disaggregate (McDonnell, McLaughlin, & Morison, 1997). Validity can be strengthened when the scores of a particular group that have "uncertain meaning" are separated, thus increasing the validity of the larger group. Second, disaggregation removes the "unfair burden" placed on schools with larger numbers of students with significant disabilities. Finally, disaggregating scores of a particular group may focus additional attention to that group, thus focusing more public interest on the educational services provided the target group of students. Care must be taken in describing the disaggregated group to ensure confidentiality of individual students.

However, disaggregation of scores, particularly for very small groups as would be found in the alternate assessment population, raises serious threats to reliability. In addition, unless the disaggregated group was described (which would threaten individual confidentiality), there would be little benefit in separately identifying the group.

Summary

Including *all* students in systems of public accountability is critical to expanding the concept that principals and, when appropriate, general educators, also assume responsibility for students with disabilities. Traditionally, responsibility for these students' progress and the services they receive has rested solely with special educators. In the future, this locus of responsibility should shift to the whole school.

Although many students with disabilities currently participate in large-scale assessments, the challenge is to develop rigorous, alternate assessments for students with significant disabilities that are based on standards relevant to their postschool needs. However, participation in alternate assessments needs to be used cautiously because the majority of students with disabilities can participate in the large-scale assessments.

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Secondary School Completion for Students with Disabilities[1]

PURPOSE: To present data on completion rates for students with disabilities.

In recent years, as high paying manufacturing jobs have dwindled and the service and technology industries have expanded, the labor market has demanded higher levels of education and skills. This makes secondary school completion more critical. Students with disabilities who complete high school are more likely to be employed, earn higher wages, and enroll in postsecondary education and training (Wagner, Blackorby, Cameto, & Newman, 1993).

The national education goals state that by the year 2000, the high school graduation rate will increase to at least 90 percent. The high school completion rate for all students in the United States rose considerably in the early 1980s but has been relatively stable since then. In 1992, the rate was 87 percent for youth ages 19 and 20. Notable are increases in high school completion among African Americans; their graduation rates are now equal to those of Whites. However, much lower graduation rates are reported for Hispanic students and students with disabilities (National Education Goals Panel, 1994).

Although much national attention is devoted to measuring and reporting the high school graduation rate, less attention is given to what it means to earn a high school diploma, how graduation requirements vary across States and school districts, and how rates differ for students with and without disabilities. Most States (44) have specific Carnegie-unit requirements for earning a diploma, but these requirements vary considerably from State to State (Thurlow, Ysseldyke, & Anderson, 1995). Seventeen States use a high school exit examination or minimum competency test as a requirement for graduation Council of Chief State School Officers (CCSSO, 1996). Local educational agencies in several States have the option of establishing more stringent standards than those set by the State, either in the form of academic credits or high school exit examinations (Thurlow et al., 1995).

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[1] States report completion data for students ages 14-21. However, the 17-21 age range is used as the basis of analysis for this module because most students complete high school after age 16.

Many States require that students with disabilities meet the same requirements as other students to receive a standard diploma. However, nine States award a standard diploma to students with disabilities who complete their individualized education program (IEP). Others award modified diplomas or certificates of completion to students who complete their IEP but who do not meet the requirements for a standard diploma. In many States, the IEP team may waive some academic credits and/or sections of the exit exam. In five States, graduation requirements for students with disabilities are set at the local level (Thurlow et al., 1995).

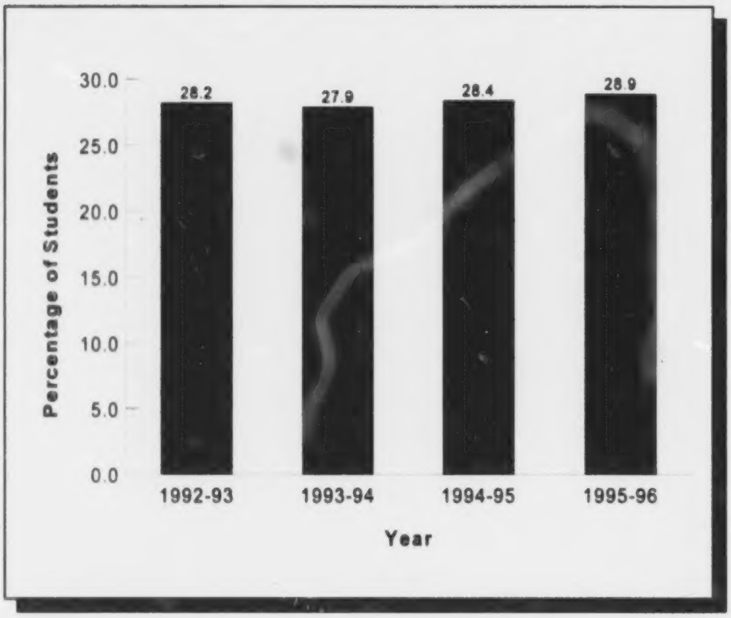
Overall, credits required for graduation have risen in the past 10 years. Nineteen States now award only one exit document for students meeting standard or alternative requirements, an increase from 14 States in 1987. All 31 States that have differentiated diplomas for students with disabilities also allow students with disabilities to earn a standard diploma (Bodner, Clark, & Mellard, 1987; Thurlow et al., 1995).

Trends in High School Completion for Students with Disabilities

In 1995-96, 151,224 students ages 17 to 21 with disabilities graduated with a diploma or certificate of completion. This figure represented 29 percent of all students ages 17-21 with disabilities and 74 percent of those exiting the educational system. The percentage of students with disabilities graduating with a diploma or certificate of completion remained steady from the past year (see figure IV-1 and table AD2).

Graduation rates varied by disability. Students with speech and language impairments, specific learning disabilities, hearing impairments, and visual impairments were most likely to graduate with a diploma or certificate,

Figure IV-1
Percentage of Students with Disabilities Graduating with a Diploma or Certificate of Completion



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

while those with multiple disabilities, autism, and deaf-blindness were less likely to do so (see table IV-3).

The percentage of students with disabilities who completed high school with a diploma or certificate also varied considerably by State. The States with the largest percentage of 17- through 21-year-olds graduating with a diploma or certificate include Hawaii, New Jersey, West Virginia, Nevada, and Minnesota.

A multivariate analysis of factors affecting State graduation rates showed that statewide reading and math achievement and per pupil expenditures in education accounted for almost 60 percent of the variance in State graduation rates

Table IV-3
Number and Percentage of Students Ages 17 and Older Graduating with a Diploma or Certificate of Completion: 1995-96

	Number	Percentage
Specific learning disabilities	97,139	32.9
Speech or language impairments	4,043	38.5
Mental retardation	23,728	22.6
Emotional disturbance	13,753	24.0
Multiple disabilities	2,378	13.5
Hearing impairments	2,816	31.7
Orthopedic impairments	1,994	27.4
Other health impairments	3,275	28.2
Visual impairments	1,136	32.1
Autism	397	10.4
Deaf-blindness	51	16.5
Traumatic brain injury	514	27.8
All disabilities	151,224	28.9

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

(Oswald & Coutinho, 1996).[2] Variables such as median household income, percent White, percent of households below the poverty level, percent of education revenues from State sources, average teacher salary, and population density were significant in predicting graduation for

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[2] Graduation rates for this analysis were calculated by dividing the number of diploma recipients with disabilities by the resident population of children and youth.

Table IV-4
Factors Predicting State Graduation Rates for Students with Disabilities in 1992-93: Standard Diploma

Disability Condition	Predictors Entering Stepwise Model	Bivariate Correlation[a]	Model R^2[b]
All Disabilities	4th grade reading proficiency	.63	.59
	8th grade math proficiency	.46	
	Current expenditure per pupil	.25	
Specific Learning Disabilities	4th grade reading proficiency	.54	.54
	8th grade math proficiency	.36	
	Current expenditure per pupil	.27	
Emotional Disturbance	Per pupil revenue	.47	.62
	4th grade reading proficiency	.58	
	Median household income (1990)	.49	
Mental Retardation	Percent White	.52	.70
	All education expenditures per capita	-.22	
	Percent of households below poverty level (1992)	.03	
	Percent revenue from State sources	.05	
	Population density	-.14	
	8th grade math proficiency	.28	

a/ The correlation coefficient is a numeric description of the extent and direction of the relatedness between two variables. Values range from -1.00 to +1.00.

b/ R^2 indicates the percentage of the variance in receipt of standard diplomas accounted for by the independent variables in the model.

Source: Oswald & Coutinho, 1996.

students with various disabilities and for predicting graduation with a certificate of completion rather than a standard diploma (see tables IV-4 and IV-5). The analyses suggest that State economic, demographic, and educational variables may affect graduation rates but in highly complex and inconsistent ways (Oswald & Coutinho, 1996).

Table IV-5
Factors Predicting State Graduation Rates for Students with Disabilities in 1992-93: Certificate of Completion

Disability Condition	Predictors Entering Stepwise Model	Bivariate Correlation[a]	Model R^2[b]
All Disabilities	Community adult dropout rate	.50	.59
	Percent White	-.38	
	Population density	-.04	
	Percent revenue from State sources	.00	
	Average teacher salary	-.26	
	Gross State product per capita	-.07	
Specific Learning Disabilities	Percent of households below poverty level (1992)	.39	.15
Emotional Disturbance	Percent revenue from local sources	.25	.29
	Population density	-.11	
	Percent White	-.09	
Mental Retardation	Community adult dropout rate	.59	.29

a/ The correlation coefficient is a numeric description of the extent and direction of the relatedness between two variables. Values range from -1.00 to +1.00.

b/ R^2 indicates the percentage of the variance in receipt of standard diplomas accounted for by the independent variables in the model.

Source: Oswald & Coutinho, 1996.

Summary

In the recent amendments to IDEA, Congress placed additional emphasis on high school completion as an indicator of individual and programmatic success. Each State is required to establish goals for the performance of children with disabilities in the State, including dropout rates and graduation rates. States must also report to Congress every 2 years on their progress, and of children with disabilities in the State, toward meeting State performance goals.

The percentage of all students and the percentage of students with disabilities completing high school has remained steady in the past few years. State economic, demographic, and educational variables apparently affect graduation rates, but in complex and inconsistent ways.

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State Improvement and Monitoring

IDEA directs the Department of Education to assess the impact and effectiveness of State and local efforts to provide a free appropriate public education to children and youth with disabilities. Primarily through OSEP, the Department assists State educational agencies (SEAs) and local school districts in implementing Federal special education mandates by making grants pursuant to congressional appropriations and providing technical assistance, policy support, and monitoring.

PURPOSE: To describe OSEP's monitoring program and technical assistance to States.

OSEP works in partnership with States, school districts, school administrators and teachers, institutions of higher education, students with disabilities and their families, and advocacy groups to ensure positive educational results for students with disabilities. OSEP uses research, dissemination, demonstration, systems change, and other technical assistance strategies to provide State and local educational agencies with tools to assist them in improving teaching and learning.

OSEP also recognizes, however, the critical importance of its compliance monitoring responsibility and activities to ensure compliance with Congress' mandates. OSEP places the highest priority on compliance with those IDEA requirements that have the strongest relationship with improved services and results for students with disabilities and their families. The Office tailors its monitoring and technical assistance activities in each State to maximize positive impact on educational services and results for students in that State.

Based in large part on Congress' findings, as set forth in the IDEA Amendments of 1997, and the results of the National Longitudinal Transition Study[1], OSEP has found

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[1] The National Longitudinal Transition Study identified several factors as strong predictors of postschool success in living independently, obtaining employment, and earning higher wages for youth with disabilities. These factors included high school completion, participation in regular education with appropriate supplementary aids and services, and access to secondary vocational education, including work experience

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that the requirements with the strongest links to improved educational results for students with disabilities include those addressing:

- Involvement and progress of students with disabilities in the full range of curricula and programs available to nondisabled children (and the supports, services, and modifications that they need to learn effectively in those curricula and programs, as determined through the development of an individualized education program (IEP)), including general curricula and vocational education and work-experience programs;
- Participation of children with disabilities in statewide and districtwide assessments of student achievement;
- Provision of transition services to enable students with disabilities to move effectively from school to postschool independence and achievement;
- Educating children with disabilities with nondisabled children to the maximum extent appropriate; and
- Participation of parents, students, and regular education personnel in the development and implementation of educational programs for children with disabilities.

Drawing on more than 20 years of research and experience since the 1975 enactment of P.L. 94-142 (IDEA's predecessor), Congress, in the IDEA Amendments of 1997, greatly strengthened IDEA's emphasis on all of these critical components of effective education for students with disabilities. In its monitoring of States under IDEA, OSEP will emphasize all of these requirements in light of the recent IDEA amendments and continuing research findings that support the linkage between these requirements and improved educational results.

Because each State has general supervision responsibility for all educational programs for its children with disabilities, OSEP focuses its monitoring activities on each State's systems for ensuring that all public agencies comply with the requirements of Part B, including those noted above, in providing services to students with disabilities. These systems include the State's procedures for monitoring public agencies to determine compliance with Part B requirements as they apply to students with disabilities--including students placed by public agencies in private schools or facilities--and ensuring that public agencies correct any deficiencies; the State's complaint management and due process hearing systems; and its procedures for ensuring that special education programs administered by State agencies other than the SEA meet State standards and Part B requirements.

In working with States to ensure compliance and improved results for students with disabilities, OSEP emphasizes partnerships and technical assistance, together with a strong accountability system. OSEP works with States, Regional Resource Centers, and others to identify systemic strengths and weaknesses and to develop strategies for systemic reform and improvement. OSEP also provides and brokers technical assistance to States on an ongoing basis regarding legal requirements and best practice strategies for ensuring compliance in a manner that ensures continuous progress in educational results for students with disabilities. OSEP uses these strategies for State improvement in conjunction with a multifaceted compliance review process that includes review and approval of State plans, on-site compliance reviews, procedures to ensure the effective and timely implementation of corrective action plans, and discretionary review of final State decisions on Part B complaints.

Over the past 4 years, OSEP has worked intensively to reorient and strengthen its monitoring system so that it will--in conjunction with research, innovation, and technical assistance efforts--support systemic reform that produces better results for students with disabilities *and* ensures compliance. To ensure a strong accountability system, OSEP has emphasized strong and diverse customer input in the monitoring process[2]; effective methods for ensuring compliance with Part B, with strongest emphasis on requirements that relate most directly to continuous improvement in learner results; prompt identification and correction of deficiencies; and corrective action requirements and strategies that yield improved access and results for students.

OSEP tailors its monitoring and technical assistance activities to the needs in specific States. Thus, some States (e.g., States with relatively few findings in their last review or with findings of a technical nature and with demonstrable success in completing corrective actions) may require only a more narrow, focused review, while others will continue to require frequent OSEP comprehensive and follow-up monitoring visits.

During the 1996-97 school year, OSEP conducted comprehensive monitoring reviews of 13 SEAs and follow-up monitoring visits to six States. (See table IV-6 for a list of the SEAs that OSEP monitored during the 1996-97 school year.) Table IV-7 shows the monitoring reports that OSEP issued during fiscal year 1997. As shown in table IV-8, which summarizes the findings in the 11 final monitoring reports that OSEP issued during fiscal year 1997, those findings concentrated in areas directly related to:

- student access to instruction and vocational preparation (e.g., placement in the least restrictive environment, and the provision of a free appropriate public education[3]);

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[2] OSEP uses a variety of methods to involve the families of students with disabilities in the monitoring process, including public meetings and smaller "outreach" meetings with members of groups representing students with disabilities and their families, as part of the pre-site visit to each State; one or more parent "focus group" meetings in at least one of the public agencies that OSEP visits in each State; and inviting a representative of each State's special education advisory panel to participate in meetings held to develop a corrective action plan.

[3] OSEP also made findings regarding requirements related to evaluation of students with disabilities and the development of IEPs. Both sets of requirements and OSEP's findings relate directly to the provision of a free appropriate public education. Evaluations serve as a critical source of information for making individualized determinations regarding the program and placement that each student needs, and Congress has mandated the development of an IEP as the mechanism for making such determinations.

Table IV-6
Schedule of On-Site Monitoring Reviews, 1996-97

1996-97 Cyclical Reviews	1996-97 Follow-Up Reviews
Texas (9/96)	Michigan (11/96)
Alaska (9/96)	Connecticut (2/97)
Maine (9/96)	Massachusetts (3/97)
West Virginia (12/96)	New York (3/97)
Florida (1/97)	New Jersey (5/97)
Guam (3/97)	Pennsylvania (5/97)
American Samoa (3/97)	
Commonwealth of the Northern Mariana Islands (3/97)	
District of Columbia (3/97)	
Mississippi (4/97)	
Oregon (4/97)	
Missouri (4/97)	
Virgin Islands (5/97)	

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

Table IV-7
Monitoring Reports Issued During Fiscal Year 1997

Colorado (10/96)
West Virginia (4/97)
Alaska (5/97)
Commonwealth of the Northern Mariana Islands (5/97)
Oklahoma (6/97)
Maine (7/97)
American Samoa (7/97)
Mississippi (8/97)
Guam (9/97)
Texas (9/97)
Florida (9/97)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning.

Table IV-8
Summary of Findings in Fiscal Year 1997 Monitoring Reports

Requirements on Which Findings Based/Number of Reports with Findings		
TRANSITION	6	Agency invites student to meeting
	2	Agency invites representatives of other agencies likely to be responsible for transition to IEP meeting
	7	Content of meeting notice
	7	Statement of needed transition services
LEAST RESTRICTIVE ENVIRONMENT	5	Removed from regular education only if education cannot be achieved satisfactorily in regular class with supplementary aids and services
	2	Placement decision based on IEP
	2	Continuum of alternative placements
	3	Student participates with nondisabled students in extracurricular/nonacademic activities
FREE APPROPRIATE PUBLIC EDUCATION	4	Extended school year services
	8	Services provided as determined by the IEP team
	3	Length of school day consistent with State standard
	5	Timely completion of initial evaluation (consistent with State standards)
PROCEDURAL SAFEGUARDS	5	Prior notice or proposed/refused actions provided to parents
	6	Prior notice includes other required content
	2	Hearing and review timelines
MONITORING	7	Procedures to identify deficiencies
	7	Procedures to correct deficiencies
COMPLAINT MANAGEMENT	5	SEA resolves all Part B complaints within 60 days
GENERAL SUPERVISION	2	Programs administered by State agency other than SEA meet SEA standards & Part B requirements
IEP	5	IEPs include required content
EVALUATION	3	Students reevaluated at least once every 3 years

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning

- transition from school to employment and other postschool activities;
- procedural safeguards for children with disabilities and their parents; and
- the SEA's exercise of its general supervision responsibility (e.g., monitoring, complaint management, and responsibility for special education programs administered by other State agencies).

In the past, OSEP reports consisted largely of detailed and technical findings regarding the content of local educational agency (LEA) applications, local educational policies and procedures, and explanations of procedural safeguards. OSEP now collects data and writes reports to stress findings and corrective actions that more strongly affect student results. For example, data collection and reports include a strong focus on State and local policies, procedures, and practices relating to transition and placement in the least restrictive environment.

Prior to the 1994-95 school year, each OSEP monitoring report included a corrective action plan developed by OSEP with limited dialogue with the State. Often States implemented the required procedures with little verifiable impact on services and results for students with disabilities. OSEP found that, to better ensure that corrective actions positively affect student results in a State, it is important to work with the State to develop and define corrective action requirements and to integrate technical assistance with the development, implementation, and evaluation of the corrective actions. While some States completed all required corrective actions, OSEP noted continuing deficiencies when it next monitored those States. Accordingly, OSEP has revised its corrective action procedures to emphasize joint development of corrective action plans and to provide for technical assistance to support implementation of corrective action and follow-up visits to assess the effectiveness of correction and identify needs for further technical assistance.

With the majority of the requirements of the IDEA Amendments of 1997 becoming effective with the President's signature on June 4, 1997, OSEP focused its monitoring efforts during the first half of the 1997-98 school year on working with a broad spectrum of stakeholders to ensure timely implementation of the new requirements in a manner which would support improved results for students and educational reform. From August 1997 through January 1998, OSEP staff participated in implementation planning meetings in 49 States, Puerto Rico, the Virgin Islands, and the Bureau of Indian Affairs. These meetings included a broad array of stakeholders, including parents and representatives of advocacy groups, special and general education teachers and administrators, personnel from institutions of higher education, representatives of the SEA and other State agencies, etc. (See table IV-9 for the schedule of these implementation visits.) OSEP staff also met in Hawaii with representatives from Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands, who returned to their respective entities and in turn conducted implementation meetings with a broad spectrum of stakeholders to develop an implementation plan.

Table IV-9
Schedule of the IDEA Amendments of 1997 Implementation Planning Visits

Montana (8/97)
Kansas (9/97)
Kentucky (9/97)
Michigan (9/97)
North Dakota (9/97)
Oregon (9/97)
Wisconsin (9/97)
Hawaii (9/97)
West Virginia (10/97)
Illinois (10/97)
Indiana (10/97)
Alaska (10/97)
Vermont (10/97)
Arkansas (10/97)
Iowa (10/97)
South Carolina (10/97)
Nebraska (10/97)
Utah (10/97)
Minnesota (10/97)
Pennsylvania (10/97)
Maine (10/97)
New Hampshire (10/97)
Alabama (11/97)
New Mexico (11/97)
Ohio (11/97)
Colorado (11/97)
North Carolina (11/97)
Delaware (11/97)
Wyoming (11/97)
Washington (11/97)
Tennessee (11/97)
Nevada (11/97)
Virgin Islands (12/97)
South Dakota (12/97)
Idaho (12/97)
California (12/97)
Louisiana (12/97)
Massachusetts (12/97)
Missouri (12/97)
Maryland (12/97)
New York (12/97)
New Jersey (12/97)
Oklahoma (12/97)
Virginia (1/98)
Mississippi (1/98)
Connecticut (1/98)
Puerto Rico (1/98)
Rhode Island (1/98)
Georgia (1/98)
Arizona (1/98)
Florida (1/98)
Bureau of Indian Affairs (1/98)

Source: U.S. Department of Education, Office of Special Education Programs, Division of Monitoring and State Improvement Planning

Summary

OSEP recognizes that it is important to focus on both student results and compliance and uses a broad range of technical assistance, partnership, and accountability strategies to ensure compliance, especially with those requirements that relate most strongly to learning opportunities and results for students with disabilities. OSEP tailors its technical assistance and monitoring activities in each State to the needs and strengths of that State, and OSEP's revised monitoring procedures have resulted in monitoring reports and corrective actions that ensure compliance while supporting State reform efforts and improved teaching and learning.

Performance Indicators for Parts B, C, and D

In response to increasing concerns about governmental accountability, Congress passed the Government Performance and Results Act (GPRA) in 1993. This law is the mechanism by which Congress intends to ensure the accountability of Federal programs; it will also influence future appropriations for those programs. GPRA requires most Federal programs[1] to "improve Federal program effectiveness and public accountability by promoting a new focus on results, service quality, and customer satisfaction." (31 U.S.C. §1101(2)(b)(3))

PURPOSE: To summarize GPRA's goals and requirements, the Department of Education's response to the act, and OSEP's plans to fulfill those requirements for Parts B, C, and D of IDEA.

To meet this mandate, OSEP developed a strategic plan based on the IDEA Amendments of 1997, OSEP's primary vehicle for improving results for children and youth with disabilities. The plan contains a mission statement, goals, objectives, and performance indicators. Part B and Part C of IDEA are designed to improve results for children and youth, and infants and toddlers, respectively; Part D's discretionary programs provide tools to assess and further improve results.

This module will first address the goals established by GPRA, and then discuss the Department of Education's and OSEP's response to GPRA. Subsequent sections of the module will present models and performance indicators for Parts B, C, and D of IDEA.

The Purposes of GPRA

GPRA was enacted to bolster eroding public confidence and to provide a mechanism for Federal managers to improve their programs. The act has six purposes. They are to:

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[1] The Central Intelligence Agency, Government Accounting Office, Panama Canal Commission, U.S. Postal Service, and the Postal Rate Commission are excluded from GPRA.

- improve the confidence of the American people in the capability of the Federal Government, by systematically holding Federal agencies accountable for achieving program results;
- initiate program performance reform with a series of pilot projects in setting program goals, measuring program performance against those goals, and reporting publicly on their progress;
- improve Federal program effectiveness and public accountability by promoting a new focus on results, service quality, and customer satisfaction;
- help Federal managers improve service delivery, by requiring that they plan for meeting program objectives and by providing them with information about program results and service quality;
- improve congressional decision making by providing more objective information on achieving statutory objectives, and on the relative effectiveness and efficiency of Federal programs and spending; and
- improve internal management of the Federal Government. (31 U.S.C. §1101(2)(a))

This module will focus on the first four of these purposes. GPRA requires three major actions from all Federal agencies. The first is to prepare a 5-year strategic plan, including agency mission statements, goals, and performance targets. The second is to submit an annual performance plan that states tasks to be undertaken to achieve goals, and the third is to submit an annual performance report that delineates how well the previous year's performance plan goals have been met.

Each agency's initial strategic plan was to be submitted to Congress and the Office of Management and Budget (OMB) by September 30, 1997. In addition to a mission statement and goals and objectives, plans were required to include performance evaluation criteria and possible external barriers to plan implementation. The first performance plan, for FY 1999, included each program activity listed in the agency's budget, listed performance indicators to be used to assess outcomes, and discussed how program results will be compared with the agency's goals. The performance indicators were to focus on the results achieved by each department rather than on the number of initiatives undertaken.

The first performance report is due March 31, 2000. Performance reports must show, in measurable ways, how well the preceding year's performance plan has been implemented.

The Department of Education's Response to GPRA

The Department submitted its *Strategic Plan, 1998-2002* to Congress in September 1997. The plan draws from a number of sources: The Department of Education's 1994 Strategic Plan, the National Education Goals of 1990, President Clinton's Call to Action for American Education, Secretary Riley's Seven Priorities, and individual program indicator plans. The strategic plan outlined four broad goals:

- help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment;
- build a solid foundation for learning;
- ensure access to postsecondary education and lifelong learning; and
- make the Department of Education a high-performance organization by focusing on results, service quality, and customer satisfaction (Department of Education, 1998).

OSEP's Response to GPRA

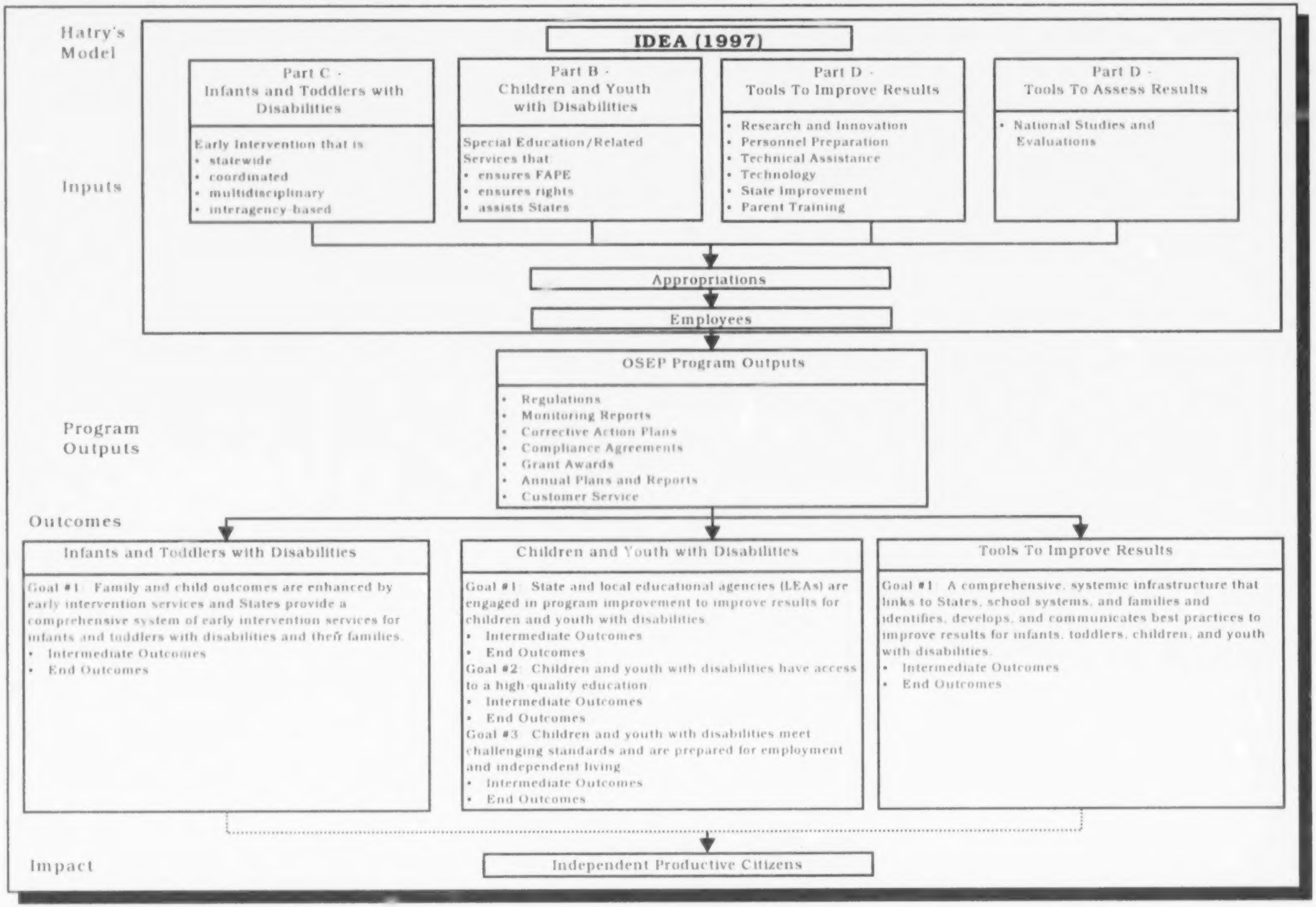
Within the framework of the broader goals of the Department of Education, OSEP decided to use the IDEA Amendments of 1997 to structure its response to GPRA. OSEP developed a series of program logic models with goals, objectives, and performance indicators for the Act as a whole, as well as for Parts B, C, and D independently. The goals, objectives, and performance indicators presented here will be subject to further development. This section discusses the goals, objectives, and performance indicators as they are outlined in the models as they were submitted to Congress.

The goals set forth in the models were presaged by OSEP's proposal for the reauthorization of the Act, which emphasized the alignment of the IDEA Amendments of 1997 with State and local education improvement efforts to improve results for students with disabilities. The proposal also emphasized the importance of placing students in the least restrictive environment possible, with access to the general curriculum; it noted the relationship between high expectations and high performance; and it highlighted the importance of early intervention efforts to ensure that children enter school equipped to learn (U.S. Department of Education, 1995). The goals outlined in the IDEA program logic models reflect these priorities.

IDEA Program Logic Model

The first model, the IDEA Program Logic Model (see figure IV-2), provides an overview of how OSEP plans to use program inputs and outputs to improve results for young people with disabilities. This conceptual framework illustrates how each part of IDEA works, both independently and in conjunction with the other parts, to affect results for children and youth with disabilities. There are three inputs: legislation, appropriations, and employees. IDEA is the structural foundation for providing services and assessing and improving results. Congress appropriates monies for the program and OSEP staff implement the Act. The result is the second model component, OSEP

Figure IV-2
IDEA Program Logic Model



Part C - Infants and Toddlers with Disabilities

Early Intervention that is
- statewide
- coordinated
- multidisciplinary
- interagency-based

Part B - Children and Youth with Disabilities

Special Education/Related Services that:
- ensures FAPE
- ensures rights
- assists States

Part D - Tools To Improve Results

- Research and Innovation
- Personnel Preparation
- Technical Assistance
- Technology
- State Improvement
- Parent Training

Part D - Tools To Assess Results

- National Studies and Evaluations

OSEP Program Outputs

- Regulations
- Monitoring Reports
- Corrective Action Plans
- Compliance Agreements
- Grant Awards
- Annual Plans and Reports
- Customer Service

Infants and Toddlers with Disabilities

Goal #1: Family and child outcomes are enhanced by early intervention services and States provide a comprehensive system of early intervention services for infants and toddlers with disabilities and their families.
- Intermediate Outcomes
- End Outcomes

Children and Youth with Disabilities

Goal #1: State and local educational agencies (LEAs) are engaged in program improvement to improve results for children and youth with disabilities.
- Intermediate Outcomes
- End Outcomes

Goal #2: Children and youth with disabilities have access to a high-quality education.
- Intermediate Outcomes
- End Outcomes

Goal #3: Children and youth with disabilities meet challenging standards and are prepared for employment and independent living.
- Intermediate Outcomes
- End Outcomes

Tools To Improve Results

Goal #1: A comprehensive, systemic infrastructure that links to States, school systems, and families and identifies, develops, and communicates best practices to improve results for infants, toddlers, children, and youth with disabilities.
- Intermediate Outcomes
- End Outcomes

Independent Productive Citizens

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Source: U.S. Department of Education, Office of Special Education Programs, 1997.

program outputs. These include developing regulations, monitoring, suggesting corrective actions, making grant awards, developing annual plans and reports, and providing customer service. The program outputs have a number of outcomes, which are OSEP's GPRA goals. By achieving these goals, OSEP will advance the desired community outcome of helping young people with disabilities become independent and productive citizens.

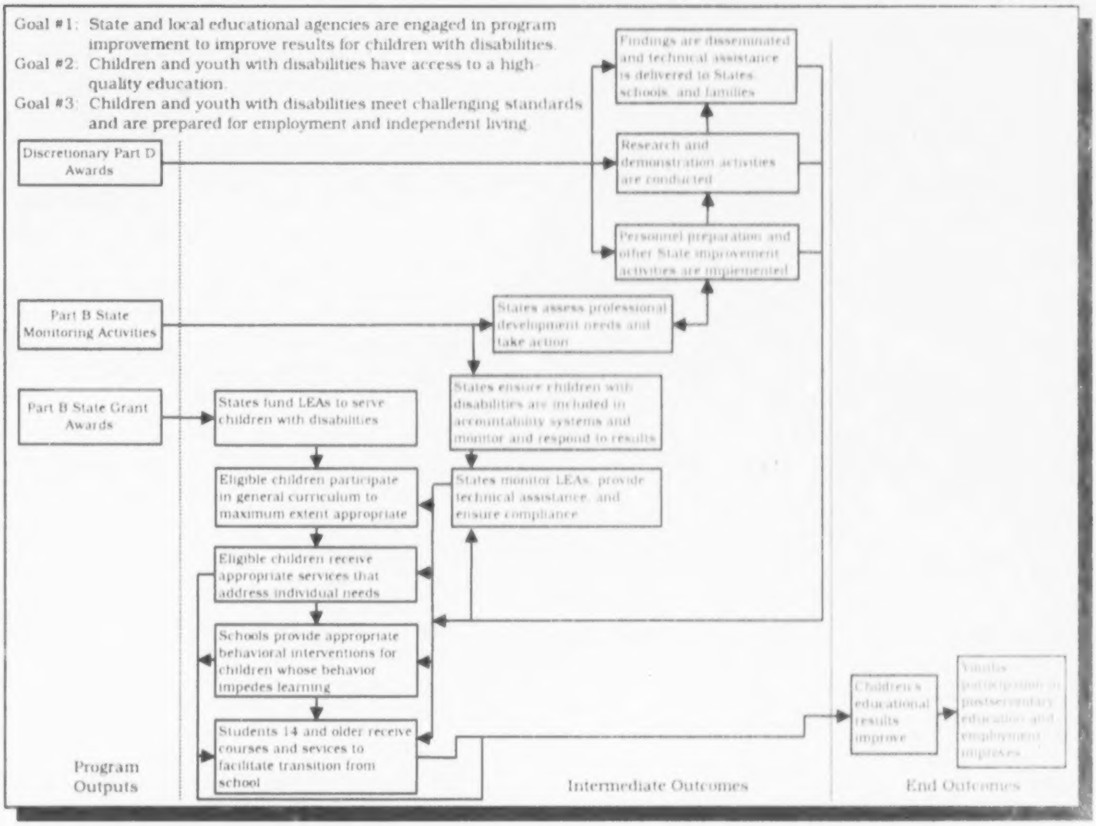
Part B

The Part B logic model illustrates how State monitoring activities and State grant awards under Part B of IDEA are combined with discretionary Part D activities to improve results for children and youth with disabilities (see figure IV-3). OSEP developed the Part B model to meet three goals: (1) To engage State educational agencies and LEAs in program improvements; (2) to provide students with disabilities with access to a high-quality education; and (3) to ensure that students with disabilities meet challenging standards that help prepare them for employment and independent living.

In this model, OSEP awards grants to the States, which in turn fund LEAs to serve children with disabilities. These efforts result in two quantifiable end outcomes: Improvement of educational results for children with disabilities and greater participation in postsecondary education and employment for youth with disabilities.

GPRA required Federal agencies to develop quantifiable performance indicators to measure their progress. Accordingly, OSEP established a number of indicators to determine its progress in implementing the IDEA Amendments of 1997. For example, one objective of Part B is to improve educational results for children and youth with disabilities. An indicator of progress in this area is to increase the percentage of children with disabilities who are proficient in reading, math, and other academic subjects, based on measures such as State assessments and the National Assessment of Educational Progress (NAEP). OSEP has developed strategies to help reach this objective. One such strategy is to provide technical assistance and disseminate

Figure IV-3
IDEA Program for Children and Youth with Disabilities


Goal #1: State and local educational agencies are engaged in program improvement to improve results for children with disabilities.
Goal #2: Children and youth with disabilities have access to a high-quality education.
Goal #3: Children and youth with disabilities meet challenging standards and are prepared for employment and independent living.
Discretionary Part D Awards
Part B State Monitoring Activities
Part B State Grant Awards
Findings are disseminated and technical assistance is delivered to States, schools, and families
Research and demonstration activities are conducted
Personnel preparation and other State improvement activities are implemented
States assess professional development needs and take action
States ensure children with disabilities are included in accountability systems and monitor and respond to results
States monitor LEAs, provide technical assistance, and ensure compliance
States fund LEAs to serve children with disabilities
Eligible children participate in general curriculum to maximum extent appropriate
Eligible children receive appropriate services that address individual needs
Schools provide appropriate behavioral interventions for children whose behavior impedes learning
Students 14 and older receive courses and sevices to facilitate transition from school
Children's educational results improve
Youths' participation in postsecondary education and employment improves
Program Outputs
Intermediate Outcomes
End Outcomes

Source: U.S. Department of Education, Office of Special Education Programs, 1997.

information on model practices for instructing children with disabilities, including practices in the areas of reading and math. Another strategy is to ensure that students with disabilities are oversampled and appropriately included in NAEP. This is one example of the objectives and performance indicators for Part B of IDEA; a complete listing of the Part B performance indicators is shown in table IV-10.

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Table IV-10
Part B Performance Indicators

Special Education Grants to States and Preschool Grants - $4,184,685,000 (FY 99)

Goal: To improve results for children with disabilities by assisting State and local education agencies provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.

Objectives	Indicators
Program Improvement	
1. States ensure children with disabilities are a part of all accountability systems and actively work to monitor and improve their performance.	1.1 **Performance goals and strategies.** By 1998 all States will have established performance goals and strategies for children with disabilities aged 3-21 and will report progress in meeting those goals. 1.2 **Participation in assessments.** Children with disabilities, as appropriate, will be included in regular State assessment and results reported starting July 1998. 1.3 **Participation in alternate assessments.** Children with disabilities in regular assessments will participate in alternate assessments and results reported starting July 2000.
2. States are assessing their needs for professional development and taking appropriate action.	2.1 **Emergency/temporary certifications.** The percentage of teachers who have emergency or temporary certification will be reduced. 2.2 **Appropriately trained teachers.** The percentage of regular and special education teachers with the skills and knowledge to appropriately serve children with disabilities will increase. 2.3 **Reciprocity.** The number of States with reciprocity agreements regarding certification will increase.
3. States effectively monitor local school districts and provide technical assistance and take other actions as appropriate to ensure compliance with the Act.	3.1 **State monitoring.** The percentage of States deemed to effectively monitor local educational agencies on implementing the requirements of IDEA will increase. 3.2 **State technical assistance.** The percentage of States deemed to provide effective technical assistance to poorly performing local educational agencies on implementing the requirements of IDEA will increase.

Table IV-10 (cont'd)

Special Education Grants to States and Preschool Grants - $4,184,685,000 (FY 99)

Goal: To improve results for children with disabilities by assisting State and local education agencies provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.

Objectives	**Indicators**
Access to high-quality education	
4. All children with disabilities will participate in the general curriculum to the maximum extent appropriate.	4.1 **Participation in the regular classroom.** The percentage of children with disabilities who participate in the general curriculum most of their day in the regular classroom, with appropriate supports and accommodations such as behavioral interventions and adaptive instructional materials, will increase. Preschool children with disabilities will receive services in settings with typically developing peers. *45% of children with disabilities ages 3 through 21 and 51% of children ages 3 through 5 were reported by States as being served in regular education classrooms for the 1994-95 school year.*
5. Students 14 and older will take courses and receive services that will facilitate the transition from school to work or postsecondary education.	5.1 **Participation in appropriate secondary education.** The access of children with disabilities to appropriate quality academic, vocational education, or other programs that address their needs will increase. *The National Longitudinal Transition Study (NLTS) reported that 65% of students with disabilities took one or more vocational education courses during their most recent year in secondary school.* 5.2 **Transition services.** All children with disabilities ages 14 and older will have individualized education programs (IEPs) that include a statement of transition service needs that will help focus on the child's courses of study in advanced-placement courses or a vocational education program. *The High School Transcript Study found that students with disabilities earned more credits in vocational courses in high school than other students did (5 credits vs. 4 credits).*

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Table **IV-10** (cont'd)

Special Education Grants to States and Preschool Grants - $4,184,685,000 (FY 99)

Goal: **To improve results for children with disabilities by assisting State and local education agencies provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.**

Objectives	Indicators
6. **All children with disabilities will receive appropriate services that address their individual needs, including related services such as assistive technology.**	6.1 **Parent satisfaction.** The percentage of parents who are satisfied with their child's education will increase over time. 6.2 **Teachers' view.** The percentage of teachers reporting that children receive the services they need will increase over time.
7. **Schools will provide appropriate behavioral interventions for children with disabilities whose behavior impedes the learning of themselves or others.**	7.1 **Disciplinary actions.** The percentage of children with disabilities who have been suspended or expelled will decrease. 7.2 **Identification of children with emotional disturbance.** Children with emotional disturbance will be identified earlier.
Challenging standards and preparation for employment and independent living	
8. **Improve the educational results of children with disabilities.**	8.1 **Performance on assessments.** The percentage of children with disabilities who are proficient in reading, math, and other academic areas, based on NAEP and State assessments will increase. 8.2 **School completion.** The percentage of children with disabilities exiting school who graduate with a diplom or a certificate will increase; and the percentage of children with disabilities leaving school who drop out will decrease. *Of students with disabilities ages 14 through 21 who are known to have left school, 52% graduated with a regular diploma in the 1994-95 school year, 63% graduated with a regular diploma or certificate of completion, and 34% dropped out.*

Table IV-10 (cont'd)

Special Education Grants to States and Preschool Grants - $4,184,685,000 (FY 99)

Goal: To improve results for children with disabilities by assisting State and local education agencies provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.

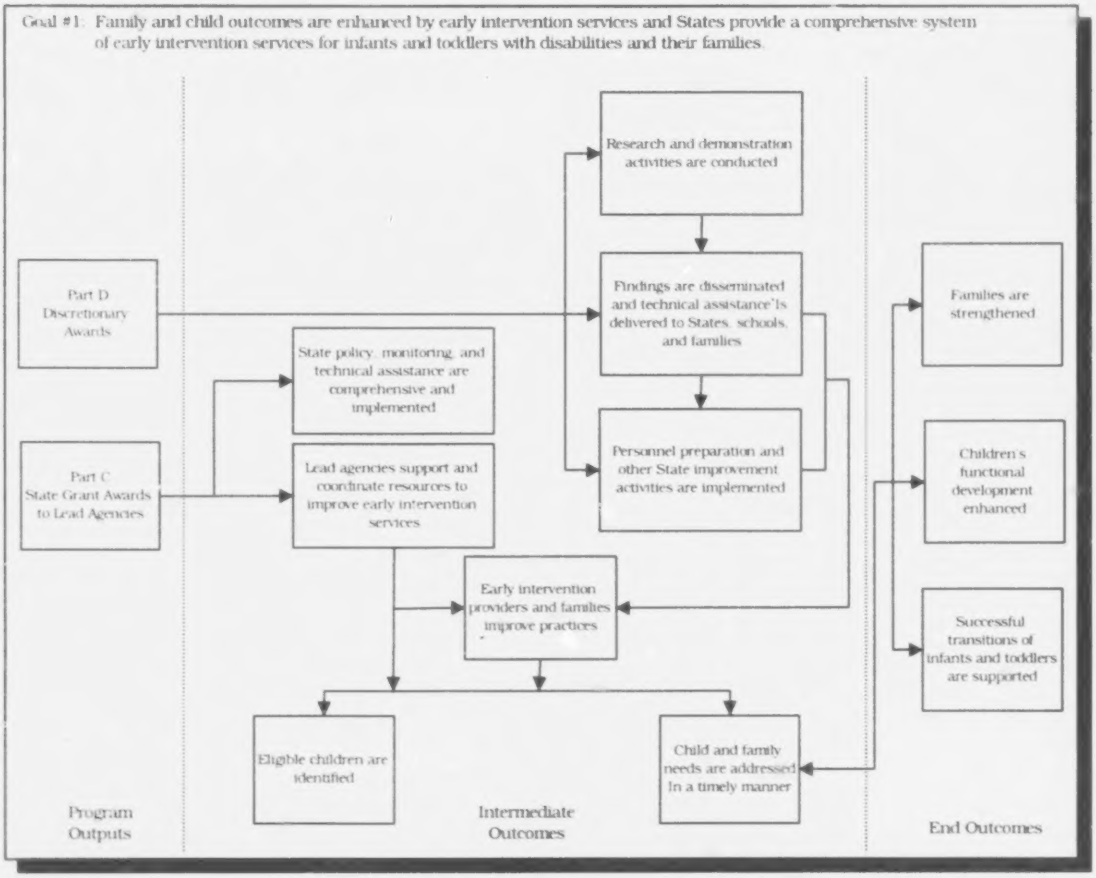
Objectives	Indicators
9. **Improve participation in postsecondary education and employment.**	9.1 **Postsecondary education.** The percentage of students with disabilities going on to 4-year colleges and 2-year community colleges and technical schools will increase. *The NLTS reported that 13.9% of youth with disabilities who left high school in the 1985-86 or 1986-87 school years had enrolled in some type of postsecondary school in the year before they were interviewed for the study (summer and fall of 1987), and that 27.7% of youth with disabilities who had been out of school for 3 to 5 years had ever attended postsecondary school.* 9.2 **Employment.** The percentage of students with disabilities who are employed within 2 years of leaving school will increase. *The NLTS reported that 45.9% of youth with disabilities who left high school in the 1985-86 or 1986-87 school years were employed at the time of the follow-up survey in the summer and fall of 1987.*

Source: U.S. Department of Education, FY 1999 annual plan, 1998.

Part C

The Part C logic model depicts OSEP's use of Part D discretionary awards and Part C State grant awards to lead agencies to improve results for infants and toddlers with disabilities (figure IV-4). OSEP's goals in designing this model were to enhance family and child results through early intervention and to ensure that States provide a comprehensive system of early intervention services for infants and toddlers with disabilities and their families. Desired outcomes include identifying all infants and toddlers who are eligible for services, enhancing these children's functional development, helping them make successful transitions, and strengthening their families.

Figure IV-4
IDEA Program for Infants and Toddlers with Disabilities



Goal #1: Family and child outcomes are enhanced by early intervention services and States provide a comprehensive system of early intervention services for infants and toddlers with disabilities and their families.

Part D Discretionary Awards
Part C State Grant Awards to Lead Agencies
Research and demonstration activities are conducted
Findings are disseminated and technical assistance is delivered to States, schools, and families
State policy, monitoring, and technical assistance are comprehensive and implemented
Personnel preparation and other State improvement activities are implemented
Lead agencies support and coordinate resources to improve early intervention services
Early intervention providers and families improve practices
Eligible children are identified
Child and family needs are addressed in a timely manner
Families are strengthened
Children's functional development enhanced
Successful transitions of infants and toddlers are supported
Program Outputs
Intermediate Outcomes
End Outcomes

Source: U.S. Department of Education, Office of Special Education Programs, 1997.

There are a number of performance indicators for Part C. For example, the indicators for the objective of identifying all eligible children include counts of the number of children served, the number of children referred to the State Child Find System by pediatricians, hospitals, and public health agencies, and the number of States serving children at risk for developing disabilities. One of OSEP's strategies for reaching this objective is to work with the Federal Interagency Coordinating Council to develop ways to coordinate Child Find efforts for Federal programs serving similar populations. Another strategy is to reach out to professional associations such as the American Academy of Pediatrics and the American Nurses Association to emphasize the importance of early identification, referral, and intervention for infants and toddlers with or at risk of developing disabilities. A complete list of the performance indicators for Part C is provided in table IV-11.

Part D

Figure IV-5 illustrates how discretionary awards made under IDEA, Part D result in program outputs including research and innovation, personnel preparation, technical assistance, technology, State improvement, and parent training. The primary goal of the discretionary programs is to build a comprehensive and systematic infrastructure that is linked to States, school systems, and families and that identifies, develops, and communicates best practices to improve results for children with disabilities. This infrastructure will improve the learning of children with disabilities and advance the desired outcomes included in the other logic models.

Performance indicators for Part D include an increase in the number of States meeting their needs for qualified personnel, and an increase in the number of special education teachers and related services personnel who have appropriate certification. These measures will indicate how well OSEP is meeting the objective of ensuring an adequate supply of highly qualified personnel. One of OSEP's strategies to help meet this objective is the development of a computer system to track personnel and personnel demand. This system will be made available to all the States. Another strategy is to require State Improvement Grant applications to include current data on regular and special education personnel, including their certification status and the training they have received. The National Center for Education Statistics Schools and Staffing Survey for FY 2000 will be an important source of data in this area. Part D performance indicators are shown in table IV-12 on pages IV-67 to IV-69.

Table IV-11
Part C Performance Indicators

Special Education - Infants and Toddlers with Disabilities - $370,000,000 (FY 99)

Goal: Family and child outcomes are enhanced by early intervention services, and States provide a comprehensive system of early intervention services for infants and toddlers with disabilities and their families.

Objectives	Indicators
1. **All eligible children are identified.**	1.1 **Total number of children served.** The number of eligible infants and toddlers with disabilities being served will increase. *Baseline in 1995 was 174,288.* 1.2 **Birth to 1-year-olds served.** The percentage of infants served under 1-year-old will increase as a proportion of infants and toddlers served. *Baseline in 1994 was 0.8%.* 1.3 **States serving at-risk children.** The number of States serving infants and toddlers at risk of developing disabilities will increase. *Baseline was 9 States and 1 territory in FY 1996.*
2. **Needs of the child and family are addressed in a timely, comprehensive manner**	2.1 **Receipt of all services indicated.** The percentage of families receiving all the services identified on the individualized family service plan and the percent of families reporting that their services were coordinated will increase. *Baseline to be determined through new research.* 2.2 **Natural settings.** The percentage of children primarily receiving services in natural settings appropriate for the age of the child will increase. *Baseline was 53% in 1994.* 2.3 **Family capacity.** The percentage of families reporting that early intervention has increased the family's capacity to enhance their child's development will increase. *Baseline to be determined through new research.* 2.4 **Transition experiences.** The percentage of families reporting a successful transition (e.g., a transition meeting was held in a timely manner and a plan developed and followed) will increase. *Baseline to be determined through new research.* 2.5 **Setting of subsequent services.** The number of children transitioning to inclusive settings will increase. *Timing of new data collection to be determined.*

Table IV-11 (cont'd)

Special Education - Infants and Toddlers with Disabilities - $370,000,000 (FY 99)

Goal: Family and child outcomes are enhanced by early intervention services, and States provide a comprehensive system of early intervention services for infants and toddlers with disabilities and their families.

Objectives	Indicators
3. Child's functional development is enhanced by early intervention services.	3.1 **Functional abilities.** Child's functional abilities are increased and sustained. *Baseline to be determined through new research.*
4. State policy, monitoring and technical assistance promote comprehensive, effective family focused early intervention services.	4.1 **Funding sources.** The number of States accessing all appropriate sources of funding (Medicaid, Maternal and Child Health Block Grant, State general revenues) will increase (from the number reported in FY 1997).
	4.2 **State monitoring activities.** The number of States that rigorously monitor local implementation of Early Intervention and provide effective technical assistance to service providers on implementation of the requirements of Part C of IDEA will increase. *Baseline data available in FY 1998.*

Source: U.S. Department of Education, FY 1999 annual plan, 1998

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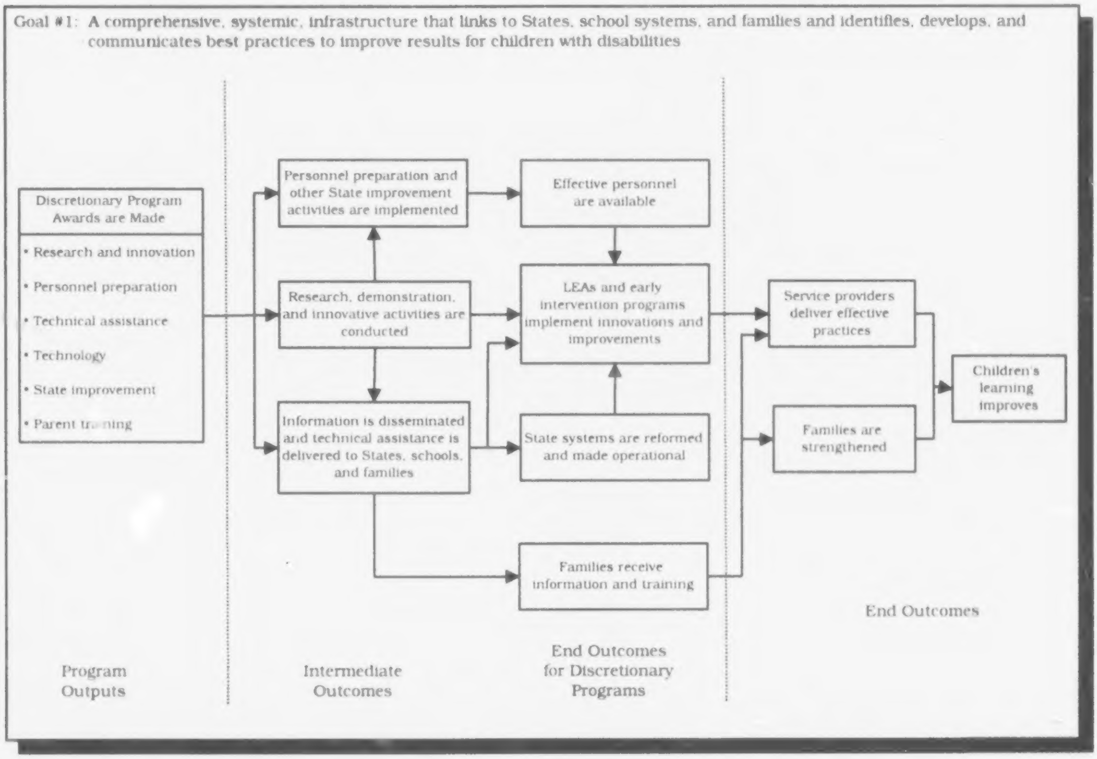
Figure IV-5
IDEA Discretionary Programs


Goal #1: A comprehensive, systemic, infrastructure that links to States, school systems, and families and identifies, develops, and communicates best practices to improve results for children with disabilities
Discretionary Program Awards are Made
• Research and innovation
• Personnel preparation
• Technical assistance
• Technology
• State improvement
• Parent training
Personnel preparation and other State improvement activities are implemented
Research, demonstration, and innovative activities are conducted
Information is disseminated and technical assistance is delivered to States, schools, and families
Effective personnel are available
LEAs and early intervention programs implement innovations and improvements
State systems are reformed and made operational
Families receive information and training
Service providers deliver effective practices
Families are strengthened
Children's learning improves
Program Outputs
Intermediate Outcomes
End Outcomes for Discretionary Programs
End Outcomes

Source: U.S. Department of Education, Office of Special Education Programs, 1997.

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Table IV-12
Part D Performance Indicators

Special Education Discretionary Program - $290,961,000 (FY 99)

Goal: To link best practices to States, school systems, and families to improve results for infants, toddlers, and children with disabilities.

Objectives	Indicators
1. Ensure an adequate supply of highly qualified personnel.	1.1 **Supply of qualified personnel.** An increasing number of States will meet their identified needs for qualified personnel. 1.2 **Research-validated effective practices.** An increasing percentage of training programs will incorporate research-validated practices in program curricula. 1.3 **Personnel employed with certification.** An increasing percentage of special education teachers and related services personnel will be certified appropriately. 1.4 **Special education training for regular education teachers.** An increasing percentage of regular education teachers and community service providers will receive pre-service and inservice training in special education and developmentally appropriate practices. 1.5 **Effective personnel.** An increasing percentage of special and regular education teachers and early intervention personnel will have the knowledge and skills to improve educational results for children with disabilities.
2. Rigorous research, development, demonstration, and innovation responds to critical needs and advances knowledge to improve results for children with disabilities.	2.1 **Respond to knowledge gaps.** An increasing percentage of IDEA-supported research and demonstration products, including technology products, will respond directly to identified needs of State educational agencies, LEAs, and direct service providers. 2.2 **Ensure quality.** An increasing percentage of projects, including technology projects, use rigorous research and evaluation methods. 2.3 **Advance knowledge use.** An increasing percentage of final research reports documenting activities to advance the use of the knowledge produced are reported. (OSERS)

Table IV-12 (cont'd)

Special Education Discretionary Program - $290,961,000 (FY 99)

Goal: To link best practices to States, school systems, and families to improve results for infants, toddlers, and children with disabilities.

Objectives	Indicators
	2.4 **Research impact.** An increasing percentage of consumers of IDEA-supported research regard the research as useful because it advances knowledge and contributes to improving educational policies and practices in special education.
3. **Technical assistance (TA) and information will be coordinated and accessible to parents, teachers, administrators, early intervention personnel, related personnel, and transition personnel and will result in improved practices.**	3.1 **Customer satisfaction.** An increasing percentage of customers will receive TA and information and will report satisfaction with the services received. 3.2 **Improving practices.** An increasing percentage of customers will use TA and information to improve practices. 3.3 **Respond to information needs.** An increasing number of TA and information materials will respond to critical needs. 3.4 **Use effective practices.** An increasing number of TA and information products and events will promote effective practices in curricula, policies, and services and are based on validated research.
4. **LEAs and early intervention programs implement program innovations and improvements.**	4.1 **LEAs and community-based programs implement innovation and improvement efforts.** An increasing percentage of LEAs and community-based programs will indicate that they have implemented innovations, validated practices, and improved their programs in order to improve the results of children with disabilities.
5. **State systems of education and early intervention for infants, toddlers, and children with disabilities are reformed and improved.**	5.1 **Development of accountability systems.** The number of States with accountability systems in place to track the progress of infants, toddlers, and children with disabilities will increase. 5.2 **Inclusion in statewide assessments.** All students with disabilities will be included in statewide assessment systems.

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Table IV-12 (cont'd)

Special Education Discretionary Program - $290,961,000 (FY 99)	
Goal: To link best practices to States, school systems, and families to improve results for infants, toddlers, and children with disabilities.	
Objectives	**Indicators**
	5.3 **State Improvement Grants.** By 1999, all States will have submitted a competitive application for the State Improvement Grant program.

Source: U.S. Department of Education, FY 1999 annual plan, 1998.

Summary

Congress enacted the Government Performance and Results Act of 1993 in response to public demands for accountability in government. Under GPRA, most Federal agencies, including the Department of Education, are now required to measure program results and to report these results to Congress and OMB annually. OSEP's mission is to improve results for children and youth with disabilities to help them develop into independent, productive citizens. In keeping with this mission, OSEP responded to GPRA by developing goals, objectives, and performance indicators based on the IDEA Amendments of 1997. OSEP continues to refine its performance indicators and strategies for gathering quantifiable data to improve results for children and youth with disabilities.

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Results From RRC Technical Assistance to States

PURPOSE: To describe the RRFC Network and its services to States.

The IDEA Amendments of 1997 represent a significant shift in the special education model, from "improved access" to special education and related services to "improved results" for children and youth with disabilities. Evidence of this change pervades the new law, in such areas as:

- congressional findings for the Act (§601(c));
- links between child assessment and instructional guidance in the individualized education program (IEP);
- systematic review of progress in the general curriculum; and
- new data requirements for measuring graduation and dropout rates for children with disabilities.

Purpose of the RRFC Network

The Regional Resource and Federal Center (RRFC) Network, one of OSEP's technical assistance efforts, is assisting with these changes. The Network comprises six Regional Resource Centers (RRCs) and the Federal Resource Center (FRC). RRCs help State educational agencies (SEAs) improve their systems of early intervention, special education, and transition services through the development and implementation of policies, programs, and practices to enhance educational results for children and youth with disabilities. The FRC supports RRC work in States by coordinating information and activities across regions. In anticipation of the changes to IDEA, RRC activities with SEAs have expanded over the past 5 years to:

- increase interagency and interdisciplinary collaboration, planning, and service delivery for children ages birth through 21;

- raise expectations for students with disabilities through high standards;
- promote greater participation of children with disabilities in general education curriculum and assessment systems;
- heighten parent education and involvement;
- improve professional development by addressing specific personnel deficit areas and by helping general educators make needed accommodations and modifications; and
- focus attention on students with limited English proficiency or who are from minority groups.

RRC technical assistance in these areas also reflects IDEA's emphasis on incorporating.,proven research to improve education practices for children with disabilities. (For a more detailed description of national technical assistance, support, and dissemination activities, see Appendix B. This appendix also contains contact information for the Federal and Regional Resource Centers.)

Structure of the RRFC Network

Although each RRC focuses primarily on the needs within its region, the capacity of each RRC is strengthened by the entire RRFC Network structure. With coordination and support from the FRC, the six regional Centers have developed effective ways to make connections with other research, technical assistance, and dissemination projects; exchange information and otherwise benefit from each other's experience in States; share staff expertise across regional boundaries; develop collaborative responses to common needs; and in many other ways become more than a collection of independent projects. A strength of the Network is the breadth of its technical assistance services, which combine content and process expertise, thereby facilitating the transfer of research into practice and positive changes for children.

These features make the RRFC Network a unique program which, from its clients' perspective, "has been instrumental in helping States meet their responsibilities under IDEA" (letter from the National Association of State Directors of Special Education (NASDSE) to Tom Hehir, OSEP, 10/14/97). The existence of this network means that SEAs have rapid and timely access to validated research, to other technical assistance programs, and to other States' special education programs. This network approach reduces duplicative efforts in times of declining State resources. In addition to state-of-the-art information and services, the RRFC system provides critical connections to the U.S. Department of Education and its Federal priorities. The interactive function of the Network means that States benefit from each other, from their own RRC, from other RRCs, and from the FRC. The structure of the Network enables each RRC to develop the requisite knowledge and relationships to appropriately meet each State's particular needs, while maintaining a larger perspective in which common issues may be identified and addressed in an efficient and coordinated manner. RRFC work in the past 5 years highlights its collaborative nature and benefits to SEAs; this module illustrates three such benefits in the areas of SEA general supervision, standards and assessments, and managing behavior in schools.

SEA Responsibility for General Supervision

Section 612(a)(11) of the IDEA Amendments of 1997 requires that each SEA be responsible for ensuring that the requirements of the law are met and that all educational programs for children with disabilities in the State are under the general supervision of the State officials who are responsible for education programs for children with disabilities and meet the SEA's educational standards. Beyond working with OSEP staff, SEAs view the RRCs as a primary source of assistance as they address this requirement. States use complaint management systems, interagency agreements, compliance monitoring and reviews, technical assistance policy guidelines, and approval of local applications as methods to exercise their supervisory responsibilities. However, information on quality practices in these areas is limited, so States use the

Network to provide them with the best available information and technical assistance in these areas, which is often based on other States' practices.

To coordinate their efforts, the RRCs have established a Monitoring Work Group of representatives from each of the RRCs, the FRC, NASDSE, and OSEP. The purpose of this work group is to collaborate on "critical issues in monitoring trends . . . in order to build capacity across the regions in serving SEAs" (RRFC Directors' Handbook). As issues arise in one region, the RRC brings the issues to the work group to gather ideas and information on strategies that may have been tried by other States and in other regions. RRCs keep each other informed of activities in their regions that might be useful to States outside of the region. In addition, the work group provides a timely vehicle whereby OSEP and NASDSE representatives can alert RRCs and, through them, their States to national activities and emerging issues.

In many cases, work group discussions and exchanges lead to collaborative activity. For example, a description of training initiated within one RRC region led to follow-up training sessions attended by representatives of States in other RRC regions. The RRCs collaborate to document State monitoring practices and have developed a national profile that helps them respond to State questions (e.g., about techniques for using technology during the monitoring process, alternatives to fiscal sanctions, and involving parents and other stakeholders in monitoring activities). When a State needs timely and relevant information on how to handle a particular monitoring problem, the Network responds by placing the question on its listserve, conducting searches region-by-region, and returning consolidated information to the requesting Center.

To meet the need for direct exchange of information across States, the RRCs conduct regional and national monitoring conferences every 2 years. In addition to SEA monitors' showcasing effective practices (such as local educational agencies' self-evaluation, development of corrective action plans, monitoring for results), OSEP staff capitalized on the latest conference by presenting initial information regarding the amendments to IDEA and OSEP's plans for monitoring in 1997-98. As a result of the ongoing work group, information exchanges, and the conferences, States are better able to implement systems for ensuring compliance that have a direct effect on the services available to children with disabilities and the results they achieve.

As States began to address the changes to IDEA, it became clear that optimal technical assistance would combine policy information from OSEP with direct assistance from the RRCs. OSEP determined that an appropriate strategy to ensure effective implementation of the requirements of the IDEA Amendments of 1997 would be to collaborate with States in developing implementation agreements to ensure compliance with the provisions of the new law. OSEP requested that States involve a variety of stakeholders in this effort. The RRCs served as a resource to States in facilitating the stakeholder meetings and for providing technical assistance after the agreements were developed. To enhance the potential of these implementation agreements, the Network collaborated to ensure that each RRC benefited from the experience of other States and regions. An initial conference call among OSEP and the RRCs clarified the Federal expectations for the implementation agreement process and established RRCs' roles. RRCs helped States conduct self-analyses regarding the new requirements of the law. Training materials on the IDEA Amendments of 1997 developed by OSEP and the FRC were disseminated by the FRC for use by SEAs, RRCs, parent organizations, and local school agencies. As implementation agreement meetings occurred, RRCs discussed their experience with each other, making recommendations about effective techniques to improve stakeholder involvement and meetings results. Monthly calls between RRC directors and staff highlighted additional experiences. The result has been a positive relationship among SEA staff, OSEP, RRCs, and the stakeholders in these implementation agreement activities. The plans that emerged are calculated to lead not only to compliance but, consistent with the intent of the law, improved results for children with disabilities.

Assessment and Accountability

General education's systemic reform has claimed assessment and accountability as its foundation. Most States are developing new sets of curriculum standards and accompanying assessment systems to set goals, measure achievement, and report to their public. With IDEA's explicit attention to participation in assessments, there is a need for timely information and technical assistance as States further develop assessment systems to ensure that "Children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. . . ." (20 U.S.C. 1412(a)(17)(A)) States also are required to develop alternate assessments and accompanying guidelines for those children with disabilities who cannot participate in state- or districtwide assessment programs. It is equally important that States deliver assessment "reports to the public with the same frequency and in the same detail as it reports on the assessment for nondisabled students . . . ."

The RRFC Network, its member Centers, and its major collaborator in this domain, the National Center for Educational Outcomes (NCEO), have worked together to develop research, disseminate best practices, provide technical assistance, and facilitate collaborative efforts linking general and special education personnel, parents, and other stakeholders. Network personnel have worked with State personnel, research consultants, and parents to analyze assessment systems, design more inclusive approaches, train personnel, and develop reporting formats. Within the larger education arena, RRCs have been active partners in Improving America's Schools initiatives with the Comprehensive Centers, the Regional Labs, and CRESST (Center for Research on Evaluation, Student Standards and Testing).

Specifically, the Network developed a Standards and Assessment Work Group with membership from the RRCs, FRC, OSEP, and NCEO and invited participation by related agency representatives. RRFC personnel hold regular teleconferences about regionally focused issues, informing each other and, in turn, SEA staff about efforts in other regions. Network members participate across regions in conferences, workshops, and training meetings as presenters, participants, and observers.

RRFC members serve as regional links to NCEO, brokering the latest research, providing implementation feedback to developing research, and connecting SEA personnel directly with researchers. The newly established Improving America's Schools Conferences present yet another arena for Network services in assessment and accountability. These conferences strengthen and promote systemic reform across all aspects of public education, and RRC participation in the design teams as well as the Assessment and Standards Institutes promotes the inclusion of students with disabilities and provides leadership in this regard.

A recent example of the RRFC's initiatives in standards, assessment, and accountability is the concept design of a World Wide Web site dedicated to alternate assessment issues. This design is emerging from the Standards and Assessment Work Group and will incorporate development and perspectives from throughout the Network, its consumers, and collaborators as States work toward the July 2000 statutory deadline for alternate assessment systems. NCEO took the lead on this project. The RRFC workgroup coordinated efforts with NCEO to implement the survey and helped design survey questions, formatted the database, tracked down State contracts, tested the system, and has made ongoing recommendations for improvements. This survey on alternate assessments can be accessed through www.coled.uwn.educ/NCEO.

Across these domains, the Network has been both leader and provider as the systemic reform of education demands more rigorous and sophisticated accountability, assessment, and reporting systems for all students. State curriculum standards, IEPs, and district- and statewide assessment systems must all be integrated for fundamental accountability. RRCs continue to play a vital role in promoting and assisting that integration in individual States. Network participation enhances both the collective and individual member capacities that support States advancing this essential reform.

Behavioral Issues and Interventions

Addressing the behavioral needs of students with disabilities has been a focus of States and of the reauthorization of IDEA. RRCs pursued regionally based work in this area until 2 years ago, when those activities were joined in a Network-led national focus on effective interventions and the prevention of behavior problems. The Network effort was to help States and local school systems on both the legal issues and appropriate prevention and intervention approaches that can reduce the need to address these problems through discipline measures. Providing information, coordination, research, and awareness and training, the Network also engaged other federally funded projects with interest and expertise in this area: the National Early Childhood Technical Assistance System (NEC*TAS), the National Center for Children in Poverty, Zero to Three, and mental health grantees and State representatives. This national collaborative activity has provided resources for all States, including work groups, topical conferences, peer resources networks, and extensive materials. The effort also involved many Department of Education, OSEP-funded research and development projects.

A specific focus has been the RRC-led information dissemination and networks for SEAs on effective educational programs for children incarcerated in juvenile or adult corrections facilities. Providing for this population adequately has been of concern for several years; States have continued to look to the RRFC for information and technical assistance in this area. Many of the materials developed have been made available on the World Wide Web.

The Network formed topical work groups on early prevention of violence and on mental health to exchange current State information, solicit recent research, and invite experts to support State agency staff efforts in policy development and implementation at the local level. RRCs have sponsored conferences and workshops on school discipline and violence prevention in conjunction with NEC*TAS.

In response to federally funded research that clearly demonstrated the need for early prevention efforts, the

Network created a national database that consolidates information on early prevention of violence for children ages birth through 6. This database highlights effective programs and strategies, organizations, and resources targeted to young populations at risk for developing behavior problems. RRFC Network members have published volumes (made available via the World Wide Web, individual centers, and clearinghouses) on early identification and prevention of violent behavior in children, model programs, and services for students with emotional/behavioral disabilities and their families; effective classroom and school interventions for students with challenging behaviors; and teacher stress and burnout. The larger regional perspective allows early identification of emerging issues in areas common to several States and a commensurate development of appropriately matched responses, combining the latest in research, effective field practices, and expertise.

Summary

In its pivotal role as the primary technical assistance provider to SEAs and the link among OSEP, other Federal and regional projects, and the States, the RRFC Network represents a critical component in the congressional intent in reauthorizing IDEA--improving State education systems to benefit all children. With a regional configuration, individual RRCs are able to build the requisite knowledge and relationships with each State to enhance the introduction and application of research and improved practices, appropriately matching needs in a particular State with available resources and technical assistance. For the States in any given region, the RRC functions as the hub for and among States working to improve the benefits of their particular system. The Network optimizes these cumulative efforts and intelligence: hierarchically, from the individual States to the regional and then the Federal level, and laterally, across States, across regions, across projects.

Nationally, RRCs work with each other and with Federal agencies and have ongoing knowledge of and involvement in research developments that inform State efforts and are grounded in State systems approaches. RRCs have immediate access to a vast array of information and resources beyond the capacity of any single entity. The RRFC Network's synergy and national perspective makes assessing needs and responding with quality assistance more collaborative, more efficient, and more targeted in the common endeavor to support States in meeting requirements of the IDEA Amendments of 1997 and ensuring better results for children with disabilities.

APPENDIX A

DATA TABLES

This Appendix includes a compilation and analysis of data gathered on children with disabilities served under IDEA and reference data on all school-aged children. As required by IDEA, the Part B data tables include child count (1996-97), placement (1995-96), personnel (1995-96), and exiting (1995-96). Data on infants and toddlers served in accord with IDEA, Part C are also included. Finally, data on estimated resident population for children ages 3 through 21, total enrollment for students in prekindergarten through 12th grade, and State grant awards under IDEA are provided.

Table AA1

Number of Children Served Under IDEA, Part B by Age Group

During the 1996-97 School Year

STATE	3-5	6-11	12-17	6-17	18-21	3-21
ALABAMA	8,199	42,755	41,651	84,406	5,098	97,703
ALASKA	1,847	8,454	6,602	15,056	688	17,591
ARIZONA	7,753	38,281	30,122	68,403	3,339	79,495
ARKANSAS	7,882	21,765	23,285	45,050	2,522	55,454
CALIFORNIA	55,722	277,998	227,938	505,936	22,337	583,995
COLORADO	7,255	31,295	29,851	61,146	3,129	71,530
CONNECTICUT	7,919	35,759	34,124	69,883	3,695	81,497
DELAWARE	1,837	7,678	5,512	13,190	653	15,680
DISTRICT OF COLUMBIA	347	2,785	3,064	5,849	483	6,679
FLORIDA	27,048	159,119	123,914	283,033	12,729	322,810
GEORGIA	14,293	72,169	50,138	122,307	4,549	141,149
HAWAII	1,433	7,788	7,177	14,965	534	16,932
IDAHO	3,213	12,045	9,168	21,213	771	25,197
ILLINOIS	27,976	122,875	105,959	228,834	10,581	267,391
INDIANA	13,075	67,296	52,012	119,308	5,905	138,288
IOWA	5,865	29,422	29,521	58,943	3,218	68,026
KANSAS	6,368	25,169	21,575	46,744	2,241	55,353
KENTUCKY	15,020	38,384	28,518	66,902	3,130	85,052
LOUISIANA	9,495	38,731	39,823	78,554	4,723	92,772
MAINE	3,693	14,442	13,396	27,838	1,524	33,055
MARYLAND	9,790	49,564	41,453	91,017	3,823	104,630
MASSACHUSETTS	14,535	69,392	67,185	136,577	7,911	159,023
MICHIGAN	18,411	88,845	76,939	165,784	9,435	193,630
MINNESOTA	10,918	45,050	41,141	86,191	4,162	101,271
MISSISSIPPI	6,227	29,681	26,904	56,585	2,695	65,507
MISSOURI	8,744	58,046	53,285	111,331	5,561	125,636
MONTANA	1,732	8,483	7,603	16,086	793	18,611
NEBRASKA	3,311	19,283	15,837	35,120	1,455	39,886
NEVADA	3,261	14,095	11,666	25,761	950	29,972
NEW HAMPSHIRE	2,289	11,164	11,681	22,845	1,286	26,420
NEW JERSEY	16,765	97,590	78,986	176,576	9,059	202,400
NEW MEXICO	4,684	21,268	21,256	42,524	1,916	49,124
NEW YORK	49,673	168,989	170,903	339,892	23,193	412,758
NORTH CAROLINA	16,622	77,797	54,498	132,295	4,718	153,635
NORTH DAKOTA	1,156	5,761	5,206	10,967	587	12,710
OHIO	18,279	103,524	92,032	195,556	12,122	225,957
OKLAHOMA	5,292	33,785	31,421	65,206	3,360	73,858
OREGON	5,634	31,332	24,427	55,759	2,353	63,746
PENNSYLVANIA	20,495	93,090	90,381	183,471	11,482	215,448
PUERTO RICO	4,474	18,817	19,621	38,438	3,148	46,060
RHODE ISLAND	2,456	12,130	10,680	22,810	1,334	26,600
SOUTH CAROLINA	10,492	46,030	31,068	77,098	3,171	90,761
SOUTH DAKOTA	2,153	7,264	5,004	12,268	630	15,051
TENNESSEE	10,092	56,344	52,697	109,041	6,231	125,364
TEXAS	32,984	204,341	201,150	405,491	23,368	461,843
UTAH	5,217	25,864	20,809	46,673	1,986	53,876
VERMONT	1,234	4,821	5,213	10,034	500	11,768
VIRGINIA	13,414	66,563	58,502	125,065	6,170	144,649
WASHINGTON	12,003	50,479	40,151	90,630	4,399	107,032
WEST VIRGINIA	5,119	21,730	18,213	39,943	2,255	47,317
WISCONSIN	13,924	47,063	44,322	91,385	5,104	110,413
WYOMING	1,532	5,896	4,901	10,797	546	12,875
AMERICAN SAMOA	43	124	191	315	12	370
GUAM	171	793	827	1,620	143	1,934
NORTHERN MARIANAS	46	127	123	250	22	318
PALAU	7	54	52	106	3	116
VIRGIN ISLANDS	173	586	597	1,183	88	1,444
BUR. OF INDIAN AFFAIRS	310	4,310	3,321	7,631	251	8,192
U.S. AND OUTLYING AREAS	559,902	2,654,285	2,323,596	4,977,881	258,071	5,795,854
50 STATES, D.C. & P.R.	559,152	2,648,291	2,318,485	4,966,776	257,552	5,783,480

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability

During the 1996-97 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	89,504	38,444	16,593	23,294	5,510
ALASKA	15,744	9,701	3,148	743	834
ARIZONA	71,742	42,009	13,079	6,393	4,786
ARKANSAS	47,572	21,800	7,935	12,174	425
CALIFORNIA	528,273	319,969	114,250	29,669	18,614
COLORADO	64,275	33,620	10,939	3,139	8,624
CONNECTICUT	73,578	37,629	12,362	4,191	10,750
DELAWARE	13,843	8,901	1,464	1,810	726
DISTRICT OF COLUMBIA	6,332	3,602	462	1,022	861
FLORIDA	295,762	139,780	72,355	35,825	34,788
GEORGIA	126,856	40,425	27,469	27,805	21,998
HAWAII	15,499	7,886	2,361	2,271	1,629
IDAHO	21,984	13,061	3,512	2,866	597
ILLINOIS	239,415	120,328	52,877	25,554	28,820
INDIANA	125,213	53,238	35,044	20,657	9,155
IOWA	62,161	29,651	7,762	13,264	8,348
KANSAS	48,985	21,510	10,747	5,618	4,909
KENTUCKY	70,032	22,210	18,545	18,043	5,195
LOUISIANA	83,277	37,490	16,512	12,884	5,924
MAINE	29,362	12,943	6,815	1,256	4,414
MARYLAND	94,840	43,862	25,730	6,148	7,111
MASSACHUSETTS	144,488	88,379	22,136	14,050	12,389
MICHIGAN	175,219	83,667	36,491	20,738	17,240
MINNESOTA	90,353	38,761	15,213	10,238	17,332
MISSISSIPPI	59,280	30,689	17,769	7,706	315
MISSOURI	116,892	63,374	23,999	12,559	9,615
MONTANA	16,879	9,573	3,441	1,368	1,135
NEBRASKA	36,575	15,531	9,025	5,703	2,857
NEVADA	26,711	17,227	4,576	1,630	1,401
NEW HAMPSHIRE	24,131	12,500	5,090	934	2,171
NEW JERSEY	185,635	103,238	47,316	4,709	13,059
NEW MEXICO	44,440	26,637	8,761	2,076	3,427
NEW YORK	363,085	207,457	48,644	16,890	45,317
NORTH CAROLINA	137,013	58,761	27,001	26,843	9,630
NORTH DAKOTA	11,554	5,625	3,184	1,260	774
OHIO	207,678	79,222	46,398	49,141	11,819
OKLAHOMA	68,566	37,210	14,071	9,950	2,894
OREGON	58,112	31,241	13,251	3,735	3,586
PENNSYLVANIA	194,953	100,678	38,574	27,450	18,076
PUERTO RICO	41,586	18,534	4,263	13,458	890
RHODE ISLAND	24,144	14,532	4,584	1,091	2,055
SOUTH CAROLINA	80,269	34,965	18,732	16,752	5,378
SOUTH DAKOTA	12,898	6,413	3,304	1,488	517
TENNESSEE	115,272	57,004	25,180	15,575	3,336
TEXAS	428,859	257,852	66,138	24,433	34,887
UTAH	48,659	28,017	8,517	3,417	4,726
VERMONT	10,534	4,602	1,796	1,352	1,633
VIRGINIA	131,235	65,818	25,095	14,469	11,876
WASHINGTON	95,029	44,562	15,721	7,747	5,302
WEST VIRGINIA	42,198	19,124	10,912	8,040	2,045
WISCONSIN	96,489	44,473	17,052	12,747	15,992
WYOMING	11,343	5,766	2,880	672	943
AMERICAN SAMOA	327	244	16	34	1
GUAM	1,763	1,326	164	119	9
NORTHERN MARIANAS	272	165	12	28	3
PALAU	109	79	6	5	2
VIRGIN ISLANDS	1,271	469	199	449	40
BUR. OF INDIAN AFFAIRS	7,882	4,525	1,503	543	736
U.S. AND OUTLYING AREAS	5,235,952	2,676,299	1,050,975	594,025	447,426
50 STATES, D.C. & P.R.	5,224,328	2,669,491	1,049,075	592,847	446,635

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability

During the 1996-97 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	1,336	945	546	1,880	403
ALASKA	459	222	69	382	50
ARIZONA	1,306	1,338	937	773	553
ARKANSAS	911	565	161	2,982	197
CALIFORNIA	5,006	8,866	10,673	12,771	3,623
COLORADO	2,789	1,025	3,433	0	312
CONNECTICUT	2,038	836	255	4,435	438
DELAWARE	0	118	569	0	60
DISTRICT OF COLUMBIA	20	28	122	113	27
FLORIDA	0	2,669	4,863	2,560	1,019
GEORGIA	0	1,332	800	5,556	541
HAWAII	240	321	137	448	65
IDAHO	436	298	135	684	92
ILLINOIS	0	3,081	2,620	3,399	1,176
INDIANA	830	1,502	1,057	1,524	735
IOWA	503	752	1,123	27	170
KANSAS	1,685	599	432	2,850	236
KENTUCKY	1,596	763	445	2,336	433
LOUISIANA	971	1,433	1,314	5,331	465
MAINE	1,974	284	91	1,232	88
MARYLAND	4,948	1,193	546	3,831	493
MASSACHUSETTS	2,624	1,362	874	1,162	608
MICHIGAN	2,454	2,756	8,970	0	852
MINNESOTA	0	1,669	1,397	4,275	378
MISSISSIPPI	409	580	1,281	0	222
MISSOURI	731	1,166	754	3,236	443
MONTANA	151	225	69	662	82
NEBRASKA	406	580	498	1,456	226
NEVADA	443	301	239	621	93
NEW HAMPSHIRE	350	272	166	2,387	127
NEW JERSEY	13,165	1,328	581	707	325
NEW MEXICO	964	498	437	1,155	182
NEW YORK	17,509	5,408	2,892	13,565	1,546
NORTH CAROLINA	1,527	2,026	976	7,887	593
NORTH DAKOTA	0	94	130	312	56
OHIO	11,847	2,351	2,296	3,091	1,017
OKLAHOMA	1,460	728	369	1,105	311
OREGON	0	985	795	2,525	389
PENNSYLVANIA	1,318	2,790	1,314	591	1,288
PUERTO RICO	1,240	839	555	885	509
RHODE ISLAND	221	196	144	1,107	64
SOUTH CAROLINA	390	993	735	1,582	367
SOUTH DAKOTA	525	137	100	219	59
TENNESSEE	1,827	1,314	1,110	8,339	850
TEXAS	3,621	5,599	5,526	25,109	2,201
UTAH	1,390	807	169	720	380
VERMONT	82	161	77	693	39
VIRGINIA	4,330	1,289	801	5,904	457
WASHINGTON	3,082	2,148	979	14,498	323
WEST VIRGINIA	0	384	216	1,011	190
WISCONSIN	0	1,314	1,440	2,146	396
WYOMING	0	171	137	599	51
AMERICAN SAMOA	18	8	0	2	3
GUAM	50	31	13	32	12
NORTHERN MARIANAS	33	8	12	7	1
PALAU	4	4	3	1	3
VIRGIN ISLANDS	27	23	4	37	7
BUR. OF INDIAN AFFAIRS	392	51	13	82	8
U.S. AND OUTLYING AREAS	99,638	68,766	66,400	160,824	25,834
50 STATES, D.C. & P.R.	99,114	68,641	66,355	160,663	25,800

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA2

Number of Children Ages 6-21 Served Under IDEA, Part B by Disability

During the 1996-97 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	352	9	192
ALASKA	70	5	61
ARIZONA	437	83	48
ARKANSAS	287	18	117
CALIFORNIA	3,913	143	776
COLORADO	134	74	186
CONNECTICUT	537	52	55
DELAWARE	160	33	2
DISTRICT OF COLUMBIA	62	4	9
FLORIDA	1,682	32	189
GEORGIA	674	15	241
HAWAII	101	2	38
IDAHO	141	9	153
ILLINOIS	1,101	63	396
INDIANA	1,098	58	315
IOWA	386	0	175
KANSAS	232	10	157
KENTUCKY	309	10	147
LOUISIANA	711	13	229
MAINE	168	11	86
MARYLAND	711	20	247
MASSACHUSETTS	568	48	288
MICHIGAN	2,051	0	0
MINNESOTA	870	21	199
MISSISSIPPI	218	18	73
MISSOURI	693	60	262
MONTANA	90	19	64
NEBRASKA	140	2	151
NEVADA	115	4	61
NEW HAMPSHIRE	99	3	32
NEW JERSEY	1,100	37	70
NEW MEXICO	124	7	172
NEW YORK	2,969	37	851
NORTH CAROLINA	1,464	24	281
NORTH DAKOTA	52	45	22
OHIO	292	19	185
OKLAHOMA	266	39	163
OREGON	1,351	8	246
PENNSYLVANIA	1,455	5	1,414
PUERTO RICO	357	27	29
RHODE ISLAND	105	2	43
SOUTH CAROLINA	314	15	46
SOUTH DAKOTA	81	4	51
TENNESSEE	507	6	224
TEXAS	2,933	57	503
UTAH	222	37	257
VERMONT	66	0	33
VIRGINIA	1,005	1	190
WASHINGTON	444	29	194
WEST VIRGINIA	151	24	101
WISCONSIN	669	7	253
WYOMING	45	0	79
AMERICAN SAMOA	0	1	0
GUAM	3	1	3
NORTHERN MARIANAS	1	2	0
PALAU	0	2	0
VIRGIN ISLANDS	6	7	3
BUR. OF INDIAN AFFAIRS	9	4	16
U.S. AND OUTLYING AREAS	34,101	1,286	10,378
50 STATES, D.C. & P.R.	34,082	1,269	10,356

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability

During the 1996-97 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	42,755	14,182	15,685	7,935	2,103
ALASKA	8,454	4,383	2,797	330	240
ARIZONA	38,281	18,848	11,959	2,872	1,837
ARKANSAS	21,765	6,966	7,258	4,536	147
CALIFORNIA	277,998	138,178	98,411	12,703	4,900
COLORADO	31,295	14,233	8,803	1,191	2,911
CONNECTICUT	35,759	16,522	10,158	1,674	2,830
DELAWARE	7,678	4,763	1,376	777	238
DISTRICT OF COLUMBIA	2,785	1,475	388	421	293
FLORIDA	159,119	59,603	63,361	15,991	13,571
GEORGIA	72,169	18,975	25,545	11,795	10,595
HAWAII	7,788	3,444	2,134	962	514
IDAHO	12,045	6,517	3,143	1,176	178
ILLINOIS	122,875	50,694	47,391	10,635	8,288
INDIANA	67,296	19,077	32,688	9,012	2,892
IOWA	29,422	12,057	6,983	6,029	2,908
KANSAS	25,169	8,302	9,937	2,257	1,595
KENTUCKY	38,384	8,472	17,248	7,401	1,909
LOUISIANA	38,731	11,886	14,682	4,973	1,859
MAINE	14,442	5,052	5,364	431	1,583
MARYLAND	49,564	17,627	20,628	2,654	2,177
MASSACHUSETTS	69,392	39,648	16,584	5,431	4,392
MICHIGAN	88,845	33,214	32,541	8,579	5,918
MINNESOTA	45,050	17,450	13,214	4,120	5,703
MISSISSIPPI	29,681	9,781	16,466	2,141	100
MISSOURI	58,046	24,693	20,869	5,155	3,526
MONTANA	8,483	3,876	3,141	571	311
NEBRASKA	19,283	6,636	7,381	2,384	1,139
NEVADA	14,095	7,704	4,200	685	474
NEW HAMPSHIRE	11,164	4,996	3,479	330	604
NEW JERSEY	97,590	41,955	43,018	1,553	2,431
NEW MEXICO	21,268	10,816	6,711	756	1,104
NEW YORK	168,989	82,419	41,247	6,015	15,178
NORTH CAROLINA	77,797	28,279	25,522	12,226	3,951
NORTH DAKOTA	5,761	2,070	2,580	486	251
OHIO	103,524	28,826	42,442	19,455	3,680
OKLAHOMA	33,785	13,596	12,943	3,930	1,046
OREGON	31,332	14,294	11,005	1,390	1,407
PENNSYLVANIA	93,090	36,653	35,254	10,696	5,264
PUERTO RICO	18,817	7,948	3,769	4,290	463
RHODE ISLAND	12,130	6,313	3,826	432	573
SOUTH CAROLINA	46,030	16,543	17,944	7,077	2,159
SOUTH DAKOTA	7,264	2,825	3,093	584	201
TENNESSEE	56,344	21,329	21,569	5,738	902
TEXAS	204,341	99,981	60,777	9,284	11,358
UTAH	25,864	13,106	7,528	1,371	2,166
VERMONT	4,821	1,917	1,227	568	513
VIRGINIA	66,563	26,059	22,633	5,504	3,671
WASHINGTON	50,479	19,619	14,715	3,532	2,026
WEST VIRGINIA	21,730	6,679	10,258	3,133	597
WISCONSIN	47,063	18,225	14,923	5,419	5,147
WYOMING	5,896	2,383	2,419	266	295
AMERICAN SAMOA	124	86	15	12	0
GUAM	793	534	155	31	3
NORTHERN MARIANAS	127	70	10	12	2
PALAU	54	40	4	1	1
VIRGIN ISLANDS	586	177	190	137	16
BUR. OF INDIAN AFFAIRS	4,310	2,267	1,223	261	306
U.S. AND OUTLYING AREAS	2,654,285	1,094,263	930,814	239,310	150,446
50 STATES, D.C. & P.R.	2,648,291	1,091,089	929,217	238,856	150,118

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability During the 1996-97 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	630	432	322	969	175
ALASKA	228	124	48	196	23
ARIZONA	600	668	487	423	259
ARKANSAS	467	271	78	1,680	91
CALIFORNIA	2,222	4,343	5,531	7,062	1,690
COLORADO	1,356	528	1,953	0	131
CONNECTICUT	994	435	165	2,362	208
DELAWARE	0	58	332	0	28
DISTRICT OF COLUMBIA	4	13	66	69	8
FLORIDA	0	1,273	2,656	1,033	461
GEORGIA	0	659	455	3,266	267
HAWAII	127	157	70	260	28
IDAHO	240	173	74	349	54
ILLINOIS	0	1,514	1,407	1,493	559
INDIANA	440	693	615	787	320
IOWA	185	353	552	13	68
KANSAS	728	264	267	1,523	108
KENTUCKY	766	343	230	1,520	194
LOUISIANA	401	617	687	2,899	212
MAINE	1,007	134	51	633	37
MARYLAND	2,488	601	323	2,294	200
MASSACHUSETTS	976	611	499	541	306
MICHIGAN	1,213	1,374	4,441	0	422
MINNESOTA	0	857	753	2,155	158
MISSISSIPPI	122	241	573	0	92
MISSOURI	403	524	402	1,748	189
MONTANA	70	97	40	263	27
NEBRASKA	169	284	294	758	107
NEVADA	223	155	143	347	44
NEW HAMPSHIRE	177	151	96	1,190	62
NEW JERSEY	6,483	656	302	240	159
NEW MEXICO	497	231	228	684	91
NEW YORK	9,197	2,478	1,815	7,794	705
NORTH CAROLINA	682	965	540	4,330	280
NORTH DAKOTA	0	46	79	169	29
OHIO	5,225	1,023	1,162	979	456
OKLAHOMA	714	343	215	582	149
OREGON	0	455	417	1,227	182
PENNSYLVANIA	648	1,414	649	317	623
PUERTO RICO	618	419	321	526	241
RHODE ISLAND	129	94	90	541	35
SOUTH CAROLINA	140	482	366	940	155
SOUTH DAKOTA	248	71	44	105	28
TENNESSEE	759	577	564	4,148	393
TEXAS	1,471	2,645	2,973	12,829	1,003
UTAH	493	382	87	337	174
VERMONT	33	80	39	383	14
VIRGINIA	3,586	618	449	3,180	183
WASHINGTON	1,191	1,064	595	7,194	131
WEST VIRGINIA	0	161	123	569	85
WISCONSIN	0	610	861	1,141	189
WYOMING	0	90	70	291	22
AMERICAN SAMOA	8	2	0	0	1
GUAM	27	14	6	15	5
NORTHERN MARIANAS	15	4	7	4	1
PALAU	2	1	3	0	1
VIRGIN ISLANDS	13	10	2	24	5
BUR. OF INDIAN AFFAIRS	144	29	7	51	5
U.S. AND OUTLYING AREAS	48,559	32,911	35,624	84,433	11,873
50 STATES, D.C. & P.R.	48,350	32,851	35,599	84,339	11,855

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AA3

Number of Children Ages 6-11 Served Under IDEA, Part B by Disability

During the 1996-97 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	241	5	76
ALASKA	52	4	29
ARIZONA	277	40	11
ARKANSAS	218	9	44
CALIFORNIA	2,610	57	291
COLORADO	85	37	67
CONNECTICUT	367	25	19
DELAWARE	90	16	0
DISTRICT OF COLUMBIA	45	1	2
FLORIDA	1,069	17	84
GEORGIA	488	6	118
HAWAII	79	0	13
IDAHO	82	3	56
ILLINOIS	684	27	183
INDIANA	640	20	112
IOWA	211	0	63
KANSAS	138	4	46
KENTUCKY	234	5	62
LOUISIANA	412	4	99
MAINE	119	2	29
MARYLAND	458	10	104
MASSACHUSETTS	306	15	83
MICHIGAN	1,143	0	0
MINNESOTA	560	10	70
MISSISSIPPI	130	8	27
MISSOURI	408	19	110
MONTANA	61	3	23
NEBRASKA	82	0	49
NEVADA	86	1	33
NEW HAMPSHIRE	69	1	9
NEW JERSEY	738	21	34
NEW MEXICO	80	2	68
NEW YORK	1,780	8	353
NORTH CAROLINA	893	7	122
NORTH DAKOTA	29	20	2
OHIO	207	10	59
OKLAHOMA	179	22	66
OREGON	848	3	104
PENNSYLVANIA	1,004	2	566
PUERTO RICO	192	6	24
RHODE ISLAND	77	0	20
SOUTH CAROLINA	205	4	15
SOUTH DAKOTA	43	3	19
TENNESSEE	282	1	82
TEXAS	1,801	16	203
UTAH	127	22	71
VERMONT	35	0	12
VIRGINIA	609	1	70
WASHINGTON	322	12	78
WEST VIRGINIA	86	8	31
WISCONSIN	443	4	101
WYOMING	27	0	33
AMERICAN SAMOA	0	0	0
GUAM	2	0	1
NORTHERN MARIANAS	1	1	0
PALAU	0	1	0
VIRGIN ISLANDS	5	5	2
BUR. OF INDIAN AFFAIRS	6	0	11
U.S. AND OUTLYING AREAS	21,465	528	4,059
50 STATES, D.C. & P.R.	21,451	521	4,045

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability

During the 1996-97 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	41,651	21,943	880	13,229	3,198
ALASKA	6,602	4,867	342	316	558
ARIZONA	30,122	21,331	1,080	2,780	2,726
ARKANSAS	23,285	13,407	660	6,783	270
CALIFORNIA	227,938	169,839	15,145	12,353	12,235
COLORADO	29,851	17,741	2,052	1,555	5,253
CONNECTICUT	34,124	19,368	2,141	1,952	7,013
DELAWARE	5,512	3,835	87	871	358
DISTRICT OF COLUMBIA	3,064	1,933	74	444	479
FLORIDA	123,914	73,832	8,699	16,465	19,294
GEORGIA	50,138	20,106	1,888	13,746	10,835
HAWAII	7,177	4,200	224	1,170	1,034
IDAHO	9,168	6,138	359	1,452	407
ILLINOIS	105,959	64,691	5,346	11,950	18,758
INDIANA	52,012	30,810	2,313	9,993	5,841
IOWA	29,521	16,019	742	6,281	5,020
KANSAS	21,575	12,095	795	2,802	3,071
KENTUCKY	28,518	12,494	1,276	9,231	3,154
LOUISIANA	39,823	23,180	1,769	6,537	3,827
MAINE	13,396	7,122	1,377	649	2,561
MARYLAND	41,453	24,451	4,897	2,796	4,505
MASSACHUSETTS	67,185	44,929	5,182	6,909	6,974
MICHIGAN	76,939	46,000	3,842	9,489	10,481
MINNESOTA	41,141	19,863	1,933	4,611	10,868
MISSISSIPPI	26,904	19,194	1,264	4,882	202
MISSOURI	53,285	35,241	3,022	6,138	5,726
MONTANA	7,603	5,185	285	669	765
NEBRASKA	15,837	8,302	1,586	2,821	1,631
NEVADA	11,666	8,932	369	751	877
NEW HAMPSHIRE	11,681	6,775	1,485	476	1,440
NEW JERSEY	78,986	56,059	4,088	2,224	9,346
NEW MEXICO	21,256	14,702	1,921	1,029	2,157
NEW YORK	170,903	111,322	7,092	8,032	27,082
NORTH CAROLINA	54,498	28,569	1,448	12,813	5,434
NORTH DAKOTA	5,206	3,230	569	616	491
OHIO	92,032	45,463	3,893	25,986	7,510
OKLAHOMA	31,421	21,414	1,104	5,303	1,740
OREGON	24,427	15,815	2,118	1,791	2,004
PENNSYLVANIA	90,381	57,881	3,264	13,657	11,507
PUERTO RICO	19,621	9,787	460	7,361	384
RHODE ISLAND	10,680	7,427	727	499	1,237
SOUTH CAROLINA	31,068	17,087	766	8,281	3,067
SOUTH DAKOTA	5,004	3,297	205	709	293
TENNESSEE	52,697	32,380	3,393	8,193	2,269
TEXAS	201,150	142,852	5,214	11,508	21,839
UTAH	20,809	14,109	960	1,517	2,405
VERMONT	5,213	2,470	536	656	1,057
VIRGINIA	58,502	36,571	2,399	7,292	7,511
WASHINGTON	40,151	22,869	994	3,339	3,030
WEST VIRGINIA	18,213	11,161	635	4,165	1,340
WISCONSIN	44,322	23,912	2,071	5,884	9,910
WYOMING	4,901	3,070	428	304	609
AMERICAN SAMOA	191	156	1	15	1
GUAM	827	683	8	66	4
NORTHERN MARIANAS	123	77	2	15	1
PALAU	52	39	1	3	1
VIRGIN ISLANDS	597	258	9	272	20
BUR. OF INDIAN AFFAIRS	3,321	2,142	276	233	392
U.S. AND OUTLYING AREAS	2,323,596	1,448,625	115,696	291,864	272,002
50 STATES, D.C. & P.R.	2,318,485	1,445,270	115,399	291,260	271,583

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability

During the 1996-97 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	551	430	197	838	200
ALASKA	176	91	19	166	24
ARIZONA	512	588	349	327	246
ARKANSAS	376	256	75	1,235	93
CALIFORNIA	2,018	3,972	4,076	5,247	1,621
COLORADO	1,119	428	1,381	0	158
CONNECTICUT	857	355	83	1,970	198
DELAWARE	0	54	209	0	31
DISTRICT OF COLUMBIA	12	12	42	34	13
FLORIDA	0	1,246	1,932	1,374	479
GEORGIA	0	588	295	2,189	236
HAWAII	92	148	58	177	34
IDAHO	161	111	53	312	34
ILLINOIS	0	1,368	1,033	1,718	545
INDIANA	302	728	398	691	367
IOWA	238	353	527	14	80
KANSAS	820	303	141	1,249	114
KENTUCKY	680	360	185	783	213
LOUISIANA	403	694	547	2,299	221
MAINE	832	127	36	548	46
MARYLAND	1,990	543	206	1,463	254
MASSACHUSETTS	1,143	637	316	489	256
MICHIGAN	834	1,203	4,056	0	371
MINNESOTA	0	737	558	1,996	202
MISSISSIPPI	217	287	626	0	112
MISSOURI	265	561	309	1,408	220
MONTANA	63	110	25	373	52
NEBRASKA	167	265	182	644	106
NEVADA	157	135	88	259	48
NEW HAMPSHIRE	124	107	63	1,107	58
NEW JERSEY	5,549	584	248	417	157
NEW MEXICO	393	236	189	430	78
NEW YORK	6,468	2,438	946	5,461	730
NORTH CAROLINA	618	973	383	3,366	283
NORTH DAKOTA	0	43	45	131	25
OHIO	4,559	1,143	959	1,863	481
OKLAHOMA	579	332	142	484	148
OREGON	0	457	316	1,217	169
PENNSYLVANIA	476	1,217	503	254	573
PUERTO RICO	410	351	193	316	237
RHODE ISLAND	76	88	44	518	25
SOUTH CAROLINA	200	446	313	608	184
SOUTH DAKOTA	208	56	50	107	25
TENNESSEE	767	631	463	3,919	394
TEXAS	1,543	2,498	2,241	11,274	1,038
UTAH	583	390	72	356	176
VERMONT	36	74	31	287	21
VIRGINIA	580	570	315	2,589	248
WASHINGTON	1,442	964	341	6,774	177
WEST VIRGINIA	0	196	86	418	86
WISCONSIN	0	631	508	933	169
WYOMING	0	76	58	278	27
AMERICAN SAMOA	8	5	0	2	2
GUAM	19	15	5	16	7
NORTHERN MARIANAS	15	4	5	3	0
PALAU	2	2	0	1	2
VIRGIN ISLANDS	8	10	1	13	2
BUR. OF INDIAN AFFAIRS	210	19	6	31	2
U.S. AND OUTLYING AREAS	38,858	31,246	26,528	70,976	12,098
50 STATES, D.C. & P.R.	38,596	31,191	26,511	70,910	12,083

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA4

Number of Children Ages 12-17 Served Under IDEA, Part B by Disability

During the 1996-97 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	86	2	97
ALASKA	17	1	25
ARIZONA	121	34	28
ARKANSAS	58	8	64
CALIFORNIA	967	54	411
COLORADO	36	28	100
CONNECTICUT	139	22	26
DELAWARE	52	14	1
DISTRICT OF COLUMBIA	14	3	4
FLORIDA	499	13	81
GEORGIA	154	3	98
HAWAII	18	2	20
IDAHO	50	5	86
ILLINOIS	348	28	174
INDIANA	381	23	165
IOWA	154	0	93
KANSAS	84	4	97
KENTUCKY	65	5	72
LOUISIANA	231	6	109
MAINE	41	8	49
MARYLAND	217	7	124
MASSACHUSETTS	175	28	147
MICHIGAN	663	0	0
MINNESOTA	259	7	107
MISSISSIPPI	71	10	39
MISSOURI	235	33	127
MONTANA	25	15	36
NEBRASKA	51	2	80
NEVADA	24	2	24
NEW HAMPSHIRE	22	2	22
NEW JERSEY	278	11	25
NEW MEXICO	35	5	81
NEW YORK	911	24	397
NORTH CAROLINA	459	13	139
NORTH DAKOTA	18	24	14
OHIO	71	6	98
OKLAHOMA	81	16	78
OREGON	424	4	112
PENNSYLVANIA	376	2	671
PUERTO RICO	111	8	3
RHODE ISLAND	18	1	20
SOUTH CAROLINA	83	7	26
SOUTH DAKOTA	29	1	24
TENNESSEE	170	4	114
TEXAS	893	20	230
UTAH	71	11	159
VERMONT	28	0	17
VIRGINIA	325	0	102
WASHINGTON	109	15	97
WEST VIRGINIA	55	12	59
WISCONSIN	187	3	114
WYOMING	16	0	35
AMERICAN SAMOA	0	1	0
GUAM	1	1	2
NORTHERN MARIANAS	0	1	0
PALAU	0	1	0
VIRGIN ISLANDS	1	2	1
BUR. OF INDIAN AFFAIRS	3	4	3
U.S. AND OUTLYING AREAS	10,010	566	5,127
50 STATES, D.C. & P.R.	10,005	556	5,121

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability

During the 1996-97 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	5,098	2,319	28	2,130	209
ALASKA	688	451	9	97	36
ARIZONA	3,339	1,830	40	741	223
ARKANSAS	2,522	1,427	17	855	8
CALIFORNIA	22,337	11,952	694	4,613	1,479
COLORADO	3,129	1,646	84	393	460
CONNECTICUT	3,695	1,739	63	565	907
DELAWARE	653	303	1	162	130
DISTRICT OF COLUMBIA	483	194	0	157	89
FLORIDA	12,729	6,345	295	3,369	1,923
GEORGIA	4,549	1,344	36	2,264	568
HAWAII	534	242	3	139	81
IDAHO	771	406	10	238	12
ILLINOIS	10,581	4,943	140	2,969	1,774
INDIANA	5,905	3,351	43	1,652	422
IOWA	3,218	1,575	37	954	420
KANSAS	2,241	1,113	15	559	243
KENTUCKY	3,130	1,244	21	1,411	132
LOUISIANA	4,723	2,424	61	1,374	238
MAINE	1,524	769	74	176	270
MARYLAND	3,823	1,784	205	698	429
MASSACHUSETTS	7,911	3,802	370	1,710	1,023
MICHIGAN	9,435	4,453	108	2,670	841
MINNESOTA	4,162	1,448	66	1,507	761
MISSISSIPPI	2,695	1,714	39	683	13
MISSOURI	5,561	3,440	108	1,266	363
MONTANA	793	512	15	128	59
NEBRASKA	1,455	593	58	498	87
NEVADA	950	591	7	194	50
NEW HAMPSHIRE	1,286	729	126	128	127
NEW JERSEY	9,059	5,224	210	932	1,282
NEW MEXICO	1,916	1,119	129	291	166
NEW YORK	23,193	13,716	305	2,843	3,057
NORTH CAROLINA	4,718	1,913	31	1,804	245
NORTH DAKOTA	587	325	35	158	32
OHIO	12,122	4,933	63	3,700	629
OKLAHOMA	3,360	2,200	24	717	108
OREGON	2,353	1,132	128	554	175
PENNSYLVANIA	11,482	6,144	56	3,097	1,305
PUERTO RICO	3,148	799	34	1,807	43
RHODE ISLAND	1,334	792	31	160	245
SOUTH CAROLINA	3,171	1,335	22	1,394	152
SOUTH DAKOTA	630	291	6	195	23
TENNESSEE	6,231	3,295	218	1,644	165
TEXAS	23,368	15,019	147	3,641	1,690
UTAH	1,986	802	29	529	155
VERMONT	500	215	33	128	63
VIRGINIA	6,170	3,188	63	1,673	694
WASHINGTON	4,399	2,074	12	876	246
WEST VIRGINIA	2,255	1,284	19	742	108
WISCONSIN	5,104	2,336	58	1,444	935
WYOMING	546	313	33	102	39
AMERICAN SAMOA	12	2	0	7	0
GUAM	143	109	1	22	2
NORTHERN MARIANAS	22	18	0	1	0
PALAU	3	0	1	1	0
VIRGIN ISLANDS	88	34	0	40	4
BUR. OF INDIAN AFFAIRS	251	116	4	49	38
U.S. AND OUTLYING AREAS	258,071	133,411	4,465	62,851	24,978
50 STATES, D.C. & P.R.	257,552	133,132	4,459	62,731	24,934

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability

During the 1996-97 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	155	83	27	73	28
ALASKA	55	7	2	20	3
ARIZONA	194	82	101	23	48
ARKANSAS	68	38	8	67	13
CALIFORNIA	766	551	1,066	462	312
COLORADO	314	69	99	0	23
CONNECTICUT	187	46	7	103	32
DELAWARE	0	6	28	0	1
DISTRICT OF COLUMBIA	4	3	14	10	6
FLORIDA	0	150	275	153	79
GEORGIA	0	85	50	101	38
HAWAII	21	16	9	11	3
IDAHO	35	14	8	23	4
ILLINOIS	0	199	180	188	72
INDIANA	88	81	44	46	48
IOWA	80	46	44	0	22
KANSAS	137	32	24	78	14
KENTUCKY	150	60	30	33	26
LOUISIANA	167	122	80	133	32
MAINE	135	23	4	51	5
MARYLAND	470	49	17	74	39
MASSACHUSETTS	505	114	59	132	46
MICHIGAN	407	179	473	0	59
MINNESOTA	0	75	86	124	18
MISSISSIPPI	70	52	82	0	18
MISSOURI	63	81	43	80	34
MONTANA	18	18	4	26	3
NEBRASKA	70	31	22	54	13
NEVADA	63	11	8	15	1
NEW HAMPSHIRE	49	14	7	90	7
NEW JERSEY	1,133	88	31	50	9
NEW MEXICO	74	31	20	41	13
NEW YORK	1,844	492	131	310	111
NORTH CAROLINA	227	88	53	191	30
NORTH DAKOTA	0	5	6	12	2
OHIO	2,063	185	175	249	80
OKLAHOMA	167	53	12	39	14
OREGON	0	73	62	81	38
PENNSYLVANIA	194	159	162	20	92
PUERTO RICO	212	69	41	43	31
RHODE ISLAND	16	14	10	48	4
SOUTH CAROLINA	50	65	56	34	28
SOUTH DAKOTA	69	10	6	7	6
TENNESSEE	301	106	83	272	63
TEXAS	607	456	312	1,006	160
UTAH	314	35	10	27	30
VERMONT	13	7	7	23	4
VIRGINIA	164	101	37	135	26
WASHINGTON	449	120	43	530	15
WEST VIRGINIA	0	27	7	24	19
WISCONSIN	0	73	71	72	38
WYOMING	0	5	9	30	2
AMERICAN SAMOA	2	1	0	0	0
GUAM	4	2	2	1	0
NORTHERN MARIANAS	3	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	6	3	1	0	0
BUR. OF INDIAN AFFAIRS	38	3	0	0	1
U.S. AND OUTLYING AREAS	12,221	4,609	4,248	5,415	1,863
50 STATES, D.C. & P.R.	12,168	4,599	4,245	5,414	1,862

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA5

Number of Children Ages 18-21 Served Under IDEA, Part B by Disability

During the 1996-97 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	25	2	19
ALASKA	1	0	7
ARIZONA	39	9	9
ARKANSAS	11	1	9
CALIFORNIA	336	32	74
COLORADO	13	9	19
CONNECTICUT	31	5	10
DELAWARE	18	3	1
DISTRICT OF COLUMBIA	3	0	3
FLORIDA	114	2	24
GEORGIA	32	6	25
HAWAII	4	0	5
IDAHO	9	1	11
ILLINOIS	69	8	39
INDIANA	77	15	38
IOWA	21	0	19
KANSAS	10	2	14
KENTUCKY	10	0	13
LOUISIANA	68	3	21
MAINE	8	1	8
MARYLAND	36	3	19
MASSACHUSETTS	87	5	58
MICHIGAN	245	0	0
MINNESOTA	51	4	22
MISSISSIPPI	17	0	7
MISSOURI	50	8	25
MONTANA	4	1	5
NEBRASKA	7	0	22
NEVADA	5	1	4
NEW HAMPSHIRE	8	0	1
NEW JERSEY	84	5	11
NEW MEXICO	9	0	23
NEW YORK	278	5	101
NORTH CAROLINA	112	4	20
NORTH DAKOTA	5	1	6
OHIO	14	3	28
OKLAHOMA	6	1	19
OREGON	79	1	30
PENNSYLVANIA	75	1	177
PUERTO RICO	54	13	2
RHODE ISLAND	10	1	3
SOUTH CAROLINA	26	4	5
SOUTH DAKOTA	9	0	8
TENNESSEE	55	1	28
TEXAS	239	21	70
UTAH	24	4	27
VERMONT	3	0	4
VIRGINIA	71	0	18
WASHINGTON	13	2	19
WEST VIRGINIA	10	4	11
WISCONSIN	39	0	38
WYOMING	2	0	11
AMERICAN SAMOA	0	0	0
GUAM	0	0	0
NORTHERN MARIANAS	0	0	0
PALAU	0	0	0
VIRGIN ISLANDS	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	2
U.S. AND OUTLYING AREAS	2,626	192	1,192
50 STATES, D.C. & P.R.	2,626	192	1,190

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA6

Number of Children Served Under IDEA, Part B by Disability and Age

During the 1996-97 School Year

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD
SPECIFIC LEARNING DISABILITIES	.	.	.	38,794	94,469	169,414	233,947
SPEECH OR LANGUAGE IMPAIRMENTS	.	.	.	215,966	211,073	183,999	144,186
MENTAL RETARDATION	.	.	.	24,005	32,451	40,107	44,733
EMOTIONAL DISTURBANCE	.	.	.	9,331	16,025	22,954	29,079
MULTIPLE DISABILITIES	.	.	.	8,797	8,252	7,959	7,983
HEARING IMPAIRMENTS	.	.	.	4,488	5,112	5,577	5,936
ORTHOPEDIC IMPAIRMENTS	.	.	.	5,916	6,039	5,973	5,986
OTHER HEALTH IMPAIRMENTS	.	.	.	8,744	11,495	14,825	16,546
VISUAL IMPAIRMENTS	.	.	.	1,783	1,843	1,995	2,120
AUTISM	.	.	.	4,619	3,989	3,679	3,340
DEAF-BLINDNESS	.	.	.	91	89	88	91
TRAUMATIC BRAIN INJURY	.	.	.	454	557	648	710
ALL DISABILITIES	112,556	194,623	252,723	322,988	391,394	457,218	494,657

DISABILITY	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD
SPECIFIC LEARNING DISABILITIES	271,003	286,636	281,421	273,305	259,699	241,284	216,389
SPEECH OR LANGUAGE IMPAIRMENTS	105,471	70,119	41,465	27,388	18,361	12,583	9,282
MENTAL RETARDATION	48,050	49,964	49,939	50,541	51,687	50,134	47,637
EMOTIONAL DISTURBANCE	34,429	38,628	41,921	46,000	50,514	51,291	47,211
MULTIPLE DISABILITIES	7,703	7,865	6,931	6,732	6,626	6,482	6,357
HEARING IMPAIRMENTS	5,927	5,871	5,490	5,482	5,419	5,263	5,074
ORTHOPEDIC IMPAIRMENTS	6,009	5,701	5,251	4,936	4,678	4,264	3,970
OTHER HEALTH IMPAIRMENTS	16,745	16,078	14,083	13,302	12,656	11,705	10,782
VISUAL IMPAIRMENTS	2,087	2,045	2,148	2,072	2,103	1,969	1,988
AUTISM	3,025	2,813	2,187	1,995	1,741	1,585	1,346
DEAF-BLINDNESS	73	96	99	96	96	88	102
TRAUMATIC BRAIN INJURY	822	868	805	835	877	851	878
ALL DISABILITIES	501,344	486,684	451,740	432,684	414,457	387,499	351,016

DISABILITY	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD	21 YEARS OLD	22 YEARS OLD
SPECIFIC LEARNING DISABILITIES	176,527	101,974	24,637	5,282	1,518	140
SPEECH OR LANGUAGE IMPAIRMENTS	6,617	3,218	826	303	118	25
MENTAL RETARDATION	41,926	30,861	16,455	10,252	5,283	2,102
EMOTIONAL DISTURBANCE	35,065	16,914	5,343	1,996	725	112
MULTIPLE DISABILITIES	5,730	4,519	3,557	2,676	1,469	442
HEARING IMPAIRMENTS	4,518	2,885	1,155	415	154	30
ORTHOPEDIC IMPAIRMENTS	3,429	2,170	1,070	657	351	127
OTHER HEALTH IMPAIRMENTS	8,448	3,769	1,069	406	171	10
VISUAL IMPAIRMENTS	1,818	1,042	468	238	115	23
AUTISM	1,156	983	731	571	341	205
DEAF-BLINDNESS	85	70	62	36	24	2
TRAUMATIC BRAIN INJURY	881	641	312	166	73	6
ALL DISABILITIES	286,200	169,046	55,685	22,998	10,342	3,224

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA7

Number of Children Served Under IDEA, Part B by Age

During the 1996-97 School Year

ALL DISABILITIES

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD
ALABAMA	1,080	2,462	4,657	6,035	6,465	7,380
ALASKA	385	660	802	999	1,293	1,499
ARIZONA	1,473	2,915	3,365	4,210	5,209	6,489
ARKANSAS	2,021	3,291	2,570	2,962	3,223	3,610
CALIFORNIA	11,533	21,187	23,002	29,881	38,597	48,034
COLORADO	1,494	2,731	3,030	3,547	4,278	5,161
CONNECTICUT	1,924	2,735	3,260	3,779	4,966	6,121
DELAWARE	349	572	916	1,070	1,290	1,431
DISTRICT OF COLUMBIA	72	107	168	208	264	410
FLORIDA	5,132	8,273	13,643	19,795	24,157	27,760
GEORGIA	2,378	4,708	7,207	9,624	11,429	12,441
HAWAII	281	500	652	843	1,118	1,364
IDAHO	745	1,190	1,278	1,479	1,826	2,113
ILLINOIS	5,022	9,294	13,660	16,161	19,569	21,625
INDIANA	2,491	4,148	6,436	8,776	11,128	12,652
IOWA	1,134	1,981	2,750	3,308	4,109	5,080
KANSAS	1,347	2,291	2,730	2,972	3,504	4,470
KENTUCKY	2,878	5,609	6,533	6,178	6,119	6,354
LOUISIANA	1,617	3,228	4,650	5,446	6,196	6,360
MAINE	803	1,501	1,389	1,620	2,000	2,412
MARYLAND	1,957	3,377	4,456	5,708	6,961	8,265
MASSACHUSETTS	3,325	5,799	5,411	7,744	10,408	12,005
MICHIGAN	3,812	6,208	8,391	10,826	12,849	14,703
MINNESOTA	2,530	3,834	4,554	5,187	6,266	7,727
MISSISSIPPI	744	1,693	3,790	5,314	5,428	4,868
MISSOURI	1,618	2,961	4,165	5,679	7,790	10,157
MONTANA	300	590	842	1,021	1,220	1,534
NEBRASKA	742	1,121	1,448	1,977	2,684	3,423
NEVADA	615	1,160	1,486	1,505	1,954	2,485
NEW HAMPSHIRE	500	862	927	989	1,364	1,846
NEW JERSEY	2,747	4,183	9,835	14,640	17,509	17,919
NEW MEXICO	1,109	1,849	1,726	2,161	2,854	3,401
NEW YORK	14,027	19,820	15,826	19,640	20,389	26,801
NORTH CAROLINA	2,912	5,550	8,160	10,753	12,752	13,549
NORTH DAKOTA	194	362	600	738	840	1,000
OHIO	3,251	5,656	9,372	12,302	15,702	18,457
OKLAHOMA	927	1,777	2,588	3,907	4,831	5,944
OREGON	1,327	2,062	2,245	2,931	4,163	5,688
PENNSYLVANIA	4,789	7,845	7,861	9,849	13,435	16,642
PUERTO RICO	861	1,652	1,961	2,298	2,579	3,122
RHODE ISLAND	427	846	1,183	1,535	1,862	2,173
SOUTH CAROLINA	1,297	3,414	5,781	7,078	8,231	8,252
SOUTH DAKOTA	375	778	1,000	1,068	1,279	1,368
TENNESSEE	1,413	2,939	5,740	7,517	8,923	9,768
TEXAS	5,917	10,753	16,314	22,313	28,095	33,806
UTAH	1,238	1,957	2,022	2,991	4,068	4,876
VERMONT	331	458	445	542	618	733
VIRGINIA	2,609	4,453	6,352	8,690	9,979	11,096
WASHINGTON	2,379	4,122	5,502	5,892	7,199	8,995
WEST VIRGINIA	818	1,551	2,750	3,244	3,559	3,939
WISCONSIN	2,838	4,888	6,198	6,639	7,224	7,832
WYOMING	385	564	583	715	872	1,089
AMERICAN SAMOA	11	16	16	11	14	17
GUAM	45	55	71	68	99	127
NORTHERN MARIANAS	8	17	21	12	9	22
PALAU	1	3	3	0	3	2
VIRGIN ISLANDS	18	65	90	78	67	85
BUR. OF INDIAN AFFAIRS	0	0	310	533	575	736
U.S. AND OUTLYING AREAS	112,556	194,623	252,723	322,988	391,394	457,218
50 STATES, D.C. & P.R.	112,473	194,467	252,212	322,286	390,627	456,229

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA7

Number of Children Served Under IDEA, Part B by Age

During the 1996-97 School Year

ALL DISABILITIES

STATE	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD
ALABAMA	7,444	7,794	7,637	7,527	7,462	7,361
ALASKA	1,604	1,575	1,484	1,386	1,291	1,181
ARIZONA	7,596	7,520	7,257	6,625	6,165	5,465
ARKANSAS	3,891	3,972	4,107	4,159	4,105	4,191
CALIFORNIA	53,467	55,122	52,897	48,246	44,806	40,575
COLORADO	5,825	6,227	6,257	6,025	5,856	5,445
CONNECTICUT	6,869	7,057	6,967	6,418	6,117	5,980
DELAWARE	1,410	1,287	1,190	1,133	1,106	1,014
DISTRICT OF COLUMBIA	555	632	716	644	594	556
FLORIDA	29,134	29,832	28,441	25,738	24,409	22,688
GEORGIA	13,122	13,197	12,356	11,147	10,279	9,268
HAWAII	1,403	1,619	1,441	1,391	1,438	1,277
IDAHO	2,287	2,274	2,066	1,924	1,765	1,666
ILLINOIS	22,256	22,255	21,009	19,950	19,800	18,976
INDIANA	12,542	11,433	10,765	9,856	9,477	9,326
IOWA	5,555	5,757	5,613	5,436	5,297	5,294
KANSAS	4,870	4,826	4,527	4,239	4,010	3,870
KENTUCKY	6,836	6,761	6,136	5,530	5,108	5,180
LOUISIANA	6,591	6,912	7,226	7,333	7,272	7,309
MAINE	2,671	2,868	2,871	2,587	2,564	2,377
MARYLAND	9,456	9,597	9,577	8,548	8,083	7,440
MASSACHUSETTS	13,088	13,158	12,989	12,289	11,904	11,553
MICHIGAN	16,890	17,056	16,521	15,334	14,364	13,692
MINNESOTA	8,448	8,909	8,513	7,692	7,410	7,567
MISSISSIPPI	4,564	4,643	4,864	4,758	4,755	4,740
MISSOURI	11,383	11,494	11,543	10,465	10,097	9,665
MONTANA	1,639	1,533	1,536	1,457	1,447	1,415
NEBRASKA	3,797	3,846	3,556	3,282	3,150	2,884
NEVADA	2,704	2,788	2,659	2,428	2,363	2,159
NEW HAMPSHIRE	2,172	2,434	2,359	2,144	2,055	2,099
NEW JERSEY	16,818	15,742	14,962	14,204	13,908	13,526
NEW MEXICO	4,078	4,355	4,419	4,299	4,192	3,938
NEW YORK	33,180	33,853	35,126	30,750	29,921	29,933
NORTH CAROLINA	13,865	13,937	12,941	12,126	11,009	10,180
NORTH DAKOTA	991	1,106	1,086	939	940	908
OHIO	19,293	19,347	18,423	17,090	16,258	15,986
OKLAHOMA	6,222	6,549	6,332	6,078	5,705	5,614
OREGON	6,305	6,372	5,873	5,348	4,778	4,343
PENNSYLVANIA	18,160	18,134	16,870	15,900	15,862	15,738
PUERTO RICO	3,450	3,621	3,747	3,722	3,748	3,675
RHODE ISLAND	2,219	2,160	2,181	1,949	1,921	1,850
SOUTH CAROLINA	8,089	7,573	6,807	6,149	6,036	5,770
SOUTH DAKOTA	1,281	1,187	1,081	1,057	945	893
TENNESSEE	9,933	10,123	10,080	9,521	9,227	9,325
TEXAS	38,799	40,849	40,479	38,596	37,290	36,012
UTAH	4,809	4,685	4,435	4,064	3,964	3,805
VERMONT	933	1,022	973	989	908	968
VIRGINIA	12,209	12,376	12,213	11,675	10,805	10,270
WASHINGTON	9,677	9,515	9,201	8,351	7,778	7,187
WEST VIRGINIA	3,855	3,691	3,442	3,169	3,254	3,160
WISCONSIN	8,299	8,515	8,554	8,012	7,738	7,342
WYOMING	1,044	1,083	1,093	974	895	888
AMERICAN SAMOA	34	21	27	33	40	22
GUAM	128	186	185	165	155	157
NORTHERN MARIANAS	20	26	38	21	24	19
PALAU	9	19	21	23	9	13
VIRGIN ISLANDS	100	107	149	115	97	123
BUR. OF INDIAN AFFAIRS	788	812	866	730	728	599
U.S. AND OUTLYING AREAS	494,657	501,344	486,684	451,740	432,684	414,457
50 STATES, D.C. & P.R.	493,578	500,173	485,398	450,653	431,631	413,524

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA7

Number of Children Served Under IDEA, Part B by Age

During the 1996-97 School Year

ALL DISABILITIES

STATE	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	7,184	6,564	5,553	3,435	1,226	368
ALASKA	1,049	966	729	440	154	59
ARIZONA	4,639	4,117	3,111	2,052	780	296
ARKANSAS	3,958	3,744	3,128	1,899	506	117
CALIFORNIA	35,692	31,815	26,804	14,101	4,326	2,288
COLORADO	5,007	4,210	3,308	2,065	711	304
CONNECTICUT	5,791	5,241	4,577	2,527	740	339
DELAWARE	881	727	651	372	151	113
DISTRICT OF COLUMBIA	518	397	355	240	129	79
FLORIDA	20,724	17,077	13,278	7,971	2,924	1,239
GEORGIA	8,129	6,521	4,794	2,898	1,048	408
HAWAII	1,150	1,057	864	388	131	15
IDAHO	1,479	1,326	1,008	571	140	53
ILLINOIS	18,616	16,103	12,514	7,231	2,098	1,026
INDIANA	8,732	7,962	6,659	4,186	1,240	312
IOWA	5,075	4,625	3,794	2,218	693	262
KANSAS	3,516	3,239	2,701	1,601	441	155
KENTUCKY	4,791	4,329	3,580	2,128	727	220
LOUISIANA	6,977	6,238	4,694	2,862	1,190	431
MAINE	2,252	1,990	1,626	1,128	338	57
MARYLAND	6,668	5,880	4,834	2,473	804	460
MASSACHUSETTS	11,503	10,786	9,150	5,174	1,520	664
MICHIGAN	12,702	11,403	9,444	5,846	1,935	934
MINNESOTA	7,019	6,287	5,166	2,598	780	491
MISSISSIPPI	4,719	4,524	3,408	1,965	577	128
MISSOURI	8,940	7,924	6,194	3,797	1,161	415
MONTANA	1,243	1,073	968	606	146	33
NEBRASKA	2,619	2,193	1,709	1,005	280	139
NEVADA	1,898	1,596	1,222	672	164	73
NEW HAMPSHIRE	2,025	1,833	1,525	967	245	74
NEW JERSEY	13,265	12,753	11,330	6,072	1,872	810
NEW MEXICO	3,474	3,068	2,285	1,298	380	158
NEW YORK	29,846	28,668	21,785	13,952	5,990	2,664
NORTH CAROLINA	8,860	6,969	5,354	3,188	1,044	375
NORTH DAKOTA	914	789	716	419	118	39
OHIO	15,075	14,631	12,992	8,012	2,502	965
OKLAHOMA	5,353	4,806	3,865	2,527	673	119
OREGON	3,875	3,416	2,667	1,509	494	275
PENNSYLVANIA	15,338	14,642	12,901	7,926	2,240	987
PUERTO RICO	3,377	2,940	2,159	1,428	807	562
RHODE ISLAND	1,809	1,694	1,457	877	325	112
SOUTH CAROLINA	5,216	4,507	3,390	2,018	792	297
SOUTH DAKOTA	804	696	609	380	150	78
TENNESSEE	8,697	8,448	7,479	4,235	1,280	391
TEXAS	33,262	31,380	24,610	15,408	5,207	1,764
UTAH	3,364	3,132	2,480	1,175	380	244
VERMONT	880	850	618	350	105	28
VIRGINIA	9,539	8,691	7,522	4,178	1,253	463
WASHINGTON	6,528	5,744	4,563	2,833	1,025	462
WEST VIRGINIA	3,228	2,919	2,483	1,565	504	153
WISCONSIN	7,669	7,121	6,440	3,595	988	397
WYOMING	844	694	606	389	120	37
AMERICAN SAMOA	41	33	22	7	2	2
GUAM	125	121	104	72	43	19
NORTHERN MARIANAS	19	18	22	9	10	3
PALAU	2	3	2	2	0	1
VIRGIN ISLANDS	105	90	67	52	28	6
BUR. OF INDIAN AFFAIRS	494	446	324	154	48	35
U.S. AND OUTLYING AREAS	387,499	351,016	286,200	169,046	55,685	22,998
50 STATES, D.C. & P.R.	386,713	350,305	285,659	168,750	55,554	22,932

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA7

Number of Children Served Under IDEA, Part B by Age

During the 1996-97 School Year

ALL DISABILITIES

STATE	21 YEARS OLD	22 YEARS OLD
ALABAMA	69	1
ALASKA	35	7
ARIZONA	211	0
ARKANSAS	0	0
CALIFORNIA	1,622	318
COLORADO	49	0
CONNECTICUT	89	0
DELAWARE	17	0
DISTRICT OF COLUMBIA	35	6
FLORIDA	595	88
GEORGIA	195	0
HAWAII	0	1
IDAHO	7	0
ILLINOIS	226	0
INDIANA	167	0
IOWA	45	2
KANSAS	44	0
KENTUCKY	55	10
LOUISIANA	240	60
MAINE	1	0
MARYLAND	86	0
MASSACHUSETTS	553	0
MICHIGAN	720	2,525
MINNESOTA	293	1
MISSISSIPPI	25	0
MISSOURI	188	4
MONTANA	8	0
NEBRASKA	31	0
NEVADA	41	0
NEW HAMPSHIRE	0	0
NEW JERSEY	305	0
NEW MEXICO	80	17
NEW YORK	587	0
NORTH CAROLINA	111	10
NORTH DAKOTA	11	0
OHIO	643	0
OKLAHOMA	41	7
OREGON	75	0
PENNSYLVANIA	329	0
PUERTO RICO	351	94
RHODE ISLAND	20	0
SOUTH CAROLINA	64	1
SOUTH DAKOTA	22	0
TENNESSEE	325	9
TEXAS	989	0
UTAH	187	13
VERMONT	17	0
VIRGINIA	276	44
WASHINGTON	79	0
WEST VIRGINIA	33	0
WISCONSIN	124	0
WYOMING	0	0
AMERICAN SAMOA	1	0
GUAM	9	5
NORTHERN MARIANAS	0	0
PALAU	0	0
VIRGIN ISLANDS	2	1
BUR. OF INDIAN AFFAIRS	14	0
U.S. AND OUTLYING AREAS	10,342	3,224
50 STATES, D.C. & P.R.	10,316	3,218

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA8

Number and Change in Number of Children Served Under IDEA, Part B

ALL DISABILITIES

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1987-88	1995-96	1996-97	1987-88 1996-97	1995-96 1996-97	1987-88 1996-97	1995-96 1996-97
ALABAMA	95,130	98,266	97,703	2,573	-563	2.70	-0.57
ALASKA	12,845	17,604	17,591	4,746	-13	36.95	-0.07
ARIZONA	53,895	76,089	79,495	25,600	3,406	47.50	4.48
ARKANSAS	47,031	53,880	55,454	8,423	1,574	17.91	2.92
CALIFORNIA	410,175	565,670	583,995	173,820	18,325	42.38	3.24
COLORADO	52,042	69,719	71,530	19,488	1,811	37.45	2.60
CONNECTICUT	64,530	76,123	81,497	16,967	5,374	26.29	7.06
DELAWARE	14,623	15,624	15,680	1,057	56	7.23	0.36
DISTRICT OF COLUMBIA	7,161	7,058	6,679	-482	-379	-6.73	-5.37
FLORIDA	194,200	310,184	322,810	128,610	12,626	66.23	4.07
GEORGIA	92,957	135,042	141,149	48,192	6,107	51.84	4.52
HAWAII	11,835	16,029	16,932	5,097	903	43.07	5.63
IDAHO	19,136	23,826	25,197	6,061	1,371	31.67	5.75
ILLINOIS	241,513	257,427	267,391	25,878	9,964	10.71	3.87
INDIANA	107,682	133,962	138,288	30,606	4,326	28.42	3.23
IOWA	56,415	65,952	68,026	11,611	2,074	20.58	3.14
KANSAS	42,930	53,602	55,353	12,423	1,751	28.94	3.27
KENTUCKY	76,573	82,887	85,052	8,479	2,165	11.07	2.61
LOUISIANA	68,782	91,059	92,772	23,990	1,713	34.88	1.88
MAINE	28,193	31,870	33,055	4,862	1,185	17.25	3.72
MARYLAND	89,892	100,863	104,630	14,738	3,767	16.40	3.73
MASSACHUSETTS	145,681	157,196	159,023	13,342	1,827	9.16	1.16
MICHIGAN	161,128	188,768	193,630	32,502	4,862	20.17	2.58
MINNESOTA	82,836	98,266	101,271	18,435	3,005	22.25	3.06
MISSISSIPPI	58,534	66,804	65,507	6,973	-1,297	11.91	-1.94
MISSOURI	99,721	121,403	125,636	25,915	4,233	25.99	3.49
MONTANA	15,343	18,364	18,611	3,268	247	21.30	1.35
NEBRASKA	30,450	39,201	39,886	9,436	685	30.99	1.75
NEVADA	15,122	28,202	29,972	14,850	1,770	98.20	6.28
NEW HAMPSHIRE	16,755	25,150	26,420	9,665	1,270	57.68	5.05
NEW JERSEY	172,829	197,062	202,400	29,571	5,338	17.11	2.71
NEW MEXICO	31,265	47,578	49,124	17,859	1,546	57.12	3.25
NEW YORK	288,363	394,104	412,758	124,395	18,654	43.14	4.73
NORTH CAROLINA	109,397	147,078	153,635	44,238	6,557	40.44	4.46
NORTH DAKOTA	12,483	12,316	12,710	227	394	1.82	3.20
OHIO	198,437	227,529	225,957	27,520	-1,572	13.87	-0.69
OKLAHOMA	63,798	71,728	73,858	10,060	2,130	15.77	2.97
OREGON	48,382	65,022	63,746	15,364	-1,276	31.76	-1.96
PENNSYLVANIA	208,518	211,711	215,448	6,930	3,737	3.32	1.77
PUERTO RICO	37,694	42,437	46,060	8,366	3,623	22.19	8.54
RHODE ISLAND	19,855	25,072	26,600	6,745	1,528	33.97	6.09
SOUTH CAROLINA	74,990	86,522	90,761	15,771	4,239	21.03	4.90
SOUTH DAKOTA	14,402	15,512	15,051	649	-461	4.51	-2.97
TENNESSEE	98,289	126,461	125,364	27,075	-1,097	27.55	-0.87
TEXAS	311,598	441,512	461,843	150,245	20,331	48.22	4.60
UTAH	44,824	52,463	53,876	9,052	1,413	20.19	2.69
VERMONT	12,244	11,246	11,768	-476	522	-3.89	4.64
VIRGINIA	105,641	141,759	144,649	39,008	2,890	36.93	2.04
WASHINGTON	73,613	106,890	107,032	33,419	142	45.40	0.13
WEST VIRGINIA	46,422	46,487	47,317	895	830	1.93	1.79
WISCONSIN	77,963	106,413	110,413	32,450	4,000	41.62	3.76
WYOMING	10,894	12,549	12,875	1,981	326	18.18	2.60
AMERICAN SAMOA	248	360	370	122	10	49.19	2.78
GUAM	1,883	1,866	1,934	51	68	2.71	3.64
NORTHERN MARIANAS	804	287	318	-486	31	-60.45	10.80
PALAU	0	115	116	116	1	100.00	0.87
VIRGIN ISLANDS	1,445	1,706	1,444	-1	-262	-0.07	-15.36
BUR. OF INDIAN AFFAIRS	6,311	7,669	8,192	1,881	523	29.81	6.82
U.S. AND OUTLYING AREAS	4,485,702	5,627,544	5,795,854	1,310,152	168,310	29.21	2.99
50 STATES, D.C. & P.R.	4,475,011	5,615,541	5,783,480	1,308,469	167,939	29.24	2.99

Please see data notes for an explanation of individual State differences.

Prior to October 1994, children and youth with disabilities were served under the Individuals with Disabilities Education Act, Part B, and Chapter 1 of ESEA (SOP). In October 1994, Congress passed the Improving America's Schools Act in which funding for children and youth with disabilities was consolidated under IDEA, Part B. Data reported in this table for years prior to 1994 include children served under Chapter 1.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

ALL DISABILITIES

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1987-88	1995-96	1996-97	1987-88 1996-97	1995-96 1996-97	1987-88 1996-97	1995-96 1996-97
ALABAMA	88,136	89,672	89,504	1,368	-168	1.55	-0.19
ALASKA	10,927	15,589	15,744	4,817	155	44.08	0.99
ARIZONA	50,499	68,209	71,742	21,243	3,533	42.07	5.18
ARKANSAS	43,293	46,360	47,572	4,279	1,212	9.88	2.61
CALIFORNIA	380,796	510,875	528,273	147,477	17,398	38.73	3.41
COLORADO	48,153	62,573	64,275	16,122	1,702	33.48	2.72
CONNECTICUT	58,957	68,785	73,578	14,621	4,793	24.80	6.97
DELAWARE	13,042	13,719	13,843	801	124	6.14	0.90
DISTRICT OF COLUMBIA	6,571	6,671	6,332	-239	-339	-3.64	-5.08
FLORIDA	180,731	283,104	295,762	115,031	12,658	63.65	4.47
GEORGIA	86,956	121,728	126,856	39,900	5,128	45.89	4.21
HAWAII	11,195	14,723	15,499	4,304	776	38.45	5.27
IDAHO	18,079	20,735	21,984	3,905	1,249	21.60	6.02
ILLINOIS	218,194	231,995	239,415	21,221	7,420	9.73	3.20
INDIANA	98,993	121,701	125,213	26,220	3,512	26.49	2.89
IOWA	51,323	60,114	62,161	10,838	2,047	21.12	3.41
KANSAS	39,157	47,467	48,985	9,828	1,518	25.10	3.20
KENTUCKY	68,152	68,204	70,032	1,880	1,828	2.76	2.68
LOUISIANA	62,355	81,471	83,277	20,922	1,806	33.55	2.22
MAINE	25,298	28,317	29,362	4,064	1,045	16.06	3.69
MARYLAND	83,693	91,377	94,840	11,147	3,463	13.32	3.79
MASSACHUSETTS	131,729	142,955	144,488	12,759	1,533	9.69	1.07
MICHIGAN	147,108	170,527	175,219	28,111	4,692	19.11	2.75
MINNESOTA	73,891	87,489	90,353	16,462	2,864	22.28	3.27
MISSISSIPPI	53,491	60,197	59,280	5,789	-917	10.82	-1.52
MISSOURI	94,792	113,007	116,892	22,100	3,885	23.31	3.44
MONTANA	13,547	16,598	16,879	3,332	281	24.60	1.69
NEBRASKA	27,775	35,897	36,575	8,800	678	31.68	1.89
NEVADA	13,702	25,036	26,711	13,009	1,675	94.94	6.69
NEW HAMPSHIRE	15,571	22,985	24,131	8,560	1,146	54.97	4.99
NEW JERSEY	157,332	180,423	185,635	28,303	5,212	17.99	2.89
NEW MEXICO	29,950	43,015	44,440	14,490	1,425	48.38	3.31
NEW YORK	266,216	346,132	363,085	96,869	16,953	36.39	4.90
NORTH CAROLINA	102,619	130,407	137,013	34,394	6,606	33.52	5.07
NORTH DAKOTA	11,066	11,147	11,554	488	407	4.41	3.65
OHIO	190,312	209,325	207,678	17,366	-1,647	9.13	-0.79
OKLAHOMA	58,378	66,416	68,566	10,188	2,150	17.45	3.24
OREGON	45,342	58,925	58,112	12,770	-813	28.16	-1.38
PENNSYLVANIA	190,023	191,031	194,953	4,930	3,922	2.59	2.05
PUERTO RICO	34,760	38,892	41,586	6,826	2,694	19.64	6.93
RHODE ISLAND	17,986	22,739	24,144	6,158	1,405	34.24	6.18
SOUTH CAROLINA	67,993	76,203	80,269	12,276	4,066	18.05	5.34
SOUTH DAKOTA	12,524	13,336	12,898	374	-438	2.99	-3.28
TENNESSEE	91,643	116,310	115,272	23,629	-1,038	25.78	-0.89
TEXAS	285,775	409,286	428,859	143,084	19,573	50.07	4.78
UTAH	41,591	47,602	48,659	7,068	1,057	16.99	2.22
VERMONT	10,940	10,031	10,534	-406	503	-3.71	5.01
VIRGINIA	96,444	128,475	131,235	34,791	2,760	36.07	2.15
WASHINGTON	64,469	94,325	95,029	30,560	704	47.40	0.75
WEST VIRGINIA	42,783	41,645	42,198	-585	553	-1.37	1.33
WISCONSIN	67,054	92,868	96,489	29,435	3,621	43.90	3.90
WYOMING	9,384	10,993	11,343	1,959	350	20.88	3.18
AMERICAN SAMOA	220	307	327	107	20	48.64	6.51
GUAM	1,680	1,679	1,763	83	84	4.94	5.00
NORTHERN MARIANAS	631	251	272	-359	21	-56.89	8.37
PALAU	0	110	109	109	-1	100.00	-0.91
VIRGIN ISLANDS	1,326	1,573	1,271	-55	-302	-4.15	-19.20
BUR. OF INDIAN AFFAIRS	5,667	7,425	7,882	2,215	457	39.09	6.15
U.S. AND OUTLYING AREAS	4,120,214	5,078,951	5,235,952	1,115,738	157,001	27.08	3.09
50 STATES, D.C. & P.R.	4,110,690	5,067,606	5,224,328	1,113,638	156,722	27.09	3.09

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1995-96	NUMBER SERVED 1996-97	CHANGE IN NUMBER SERVED 1987-88 1996-97	CHANGE IN NUMBER SERVED 1995-96 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1995-96 1996-97
ALABAMA	29,713	38,271	38,444	8,731	173	29.38	0.45
ALASKA	6,809	9,827	9,701	2,892	-126	42.47	-1.28
ARIZONA	28,300	40,353	42,009	13,709	1,656	48.44	4.10
ARKANSAS	22,823	22,133	21,800	-1,023	-333	-4.48	-1.50
CALIFORNIA	225,883	310,638	319,969	94,086	9,331	41.65	3.00
COLORADO	23,281	33,506	33,620	10,339	114	44.41	0.34
CONNECTICUT	30,681	35,636	37,629	6,948	1,993	22.65	5.59
DELAWARE	7,224	8,735	8,901	1,677	166	23.21	1.90
DISTRICT OF COLUMBIA	3,116	3,828	3,602	486	-226	15.60	-5.90
FLORIDA	75,546	133,397	139,780	64,234	6,383	85.03	4.78
GEORGIA	25,482	39,112	40,425	14,943	1,313	58.64	3.36
HAWAII	6,483	7,521	7,886	1,403	365	21.64	4.85
IDAHO	10,122	12,211	13,061	2,939	850	29.04	6.96
ILLINOIS	101,775	116,597	120,328	18,553	3,731	18.23	3.20
INDIANA	36,545	51,634	53,238	16,693	1,604	45.68	3.11
IOWA	22,353	28,488	29,651	7,298	1,163	32.65	4.08
KANSAS	16,748	20,891	21,510	4,762	619	28.43	2.96
KENTUCKY	21,480	21,823	22,210	730	387	3.40	1.77
LOUISIANA	25,097	37,098	37,490	12,393	392	49.38	1.06
MAINE	10,449	12,649	12,943	2,494	294	23.87	2.32
MARYLAND	44,310	43,372	43,862	-448	490	-1.01	1.13
MASSACHUSETTS	48,232	87,370	88,379	40,147	1,009	83.24	1.15
MICHIGAN	65,099	82,117	83,667	18,568	1,550	28.52	1.89
MINNESOTA	35,695	37,812	38,761	3,066	949	8.59	2.51
MISSISSIPPI	25,935	30,901	30,689	4,754	-212	18.33	-0.69
MISSOURI	43,009	61,442	63,374	20,365	1,932	47.35	3.14
MONTANA	7,560	9,473	9,573	2,013	100	26.63	1.06
NEBRASKA	12,206	15,411	15,531	3,325	120	27.24	0.78
NEVADA	8,414	16,076	17,227	8,813	1,151	104.74	7.16
NEW HAMPSHIRE	9,566	12,148	12,500	2,934	352	30.67	2.90
NEW JERSEY	77,703	100,017	103,238	25,535	3,221	32.86	3.22
NEW MEXICO	13,563	25,329	26,637	13,074	1,308	96.39	5.16
NEW YORK	153,671	202,308	207,457	53,786	5,149	35.00	2.55
NORTH CAROLINA	43,466	56,054	58,761	15,295	2,707	35.19	4.83
NORTH DAKOTA	5,279	5,492	5,625	346	133	6.55	2.42
OHIO	74,270	79,315	79,222	4,952	-93	6.67	-0.12
OKLAHOMA	27,250	35,668	37,210	9,960	1,542	36.55	4.32
OREGON	24,541	30,696	31,241	6,700	545	27.30	1.78
PENNSYLVANIA	78,687	96,484	100,678	21,991	4,194	27.95	4.35
PUERTO RICO	9,372	16,573	18,534	9,162	1,961	97.76	11.83
RHODE ISLAND	12,183	13,922	14,532	2,349	610	19.28	4.38
SOUTH CAROLINA	25,965	32,673	34,965	9,000	2,292	34.66	7.01
SOUTH DAKOTA	5,517	6,697	6,413	896	-284	16.24	-4.24
TENNESSEE	43,471	58,667	57,004	13,533	-1,663	31.13	-2.83
TEXAS	160,792	246,874	257,852	97,060	10,978	60.36	4.45
UTAH	17,284	26,776	28,017	10,733	1,241	62.10	4.63
VERMONT	4,949	4,491	4,602	-347	111	-7.01	2.47
VIRGINIA	48,331	65,594	65,818	17,487	224	36.18	0.34
WASHINGTON	33,945	43,737	44,562	10,617	825	31.28	1.89
WEST VIRGINIA	19,546	19,024	19,124	-422	100	-2.16	0.53
WISCONSIN	23,016	42,900	44,473	21,457	1,573	93.23	3.67
WYOMING	5,090	5,657	5,766	676	109	13.28	1.93
AMERICAN SAMOA	0	235	244	244	9	100.00	3.83
GUAM	755	1,230	1,326	571	96	75.63	7.80
NORTHERN MARIANAS	108	145	165	57	20	52.78	13.79
PALAU	0	79	79	79	0	100.00	0.00
VIRGIN ISLANDS	276	538	469	193	-69	69.93	-12.83
BUR. OF INDIAN AFFAIRS	3,338	4,259	4,525	1,187	266	35.56	6.25
U.S. AND OUTLYING AREAS	1,942,304	2,601,904	2,676,299	733,995	74,395	37.79	2.86
50 STATES, D.C. & P.R.	1,937,827	2,595,418	2,669,491	731,664	74,073	37.76	2.85

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1987-88	1995-96	1996-97	1987-88 1996-97	1995-96 1996-97	1987-88 1996-97	1995-96 1996-97
ALABAMA	18,517	16,316	16,593	-1,924	277	-10.39	1.70
ALASKA	2,535	3,142	3,148	613	6	24.18	0.19
ARIZONA	10,343	12,166	13,079	2,736	913	26.45	7.50
ARKANSAS	6,745	7,607	7,935	1,190	328	17.64	4.31
CALIFORNIA	87,088	110,230	114,250	27,162	4,020	31.19	3.65
COLORADO	7,737	10,232	10,939	3,202	707	41.39	6.91
CONNECTICUT	9,685	11,320	12,362	2,677	1,042	27.64	9.20
DELAWARE	1,502	1,481	1,464	-38	-17	-2.53	-1.15
DISTRICT OF COLUMBIA	1,145	487	462	-683	-25	-59.65	-5.13
FLORIDA	53,818	70,158	72,355	18,537	2,197	34.44	3.13
GEORGIA	18,712	26,199	27,469	8,757	1,270	46.80	4.85
HAWAII	1,964	2,406	2,361	397	-45	20.21	-1.87
IDAHO	3,232	3,378	3,512	280	134	8.66	3.97
ILLINOIS	54,534	51,239	52,877	-1,657	1,638	-3.04	3.20
INDIANA	34,970	34,632	35,044	74	412	0.21	1.19
IOWA	9,639	7,978	7,762	-1,877	-216	-19.47	-2.71
KANSAS	10,417	10,721	10,747	330	26	3.17	0.24
KENTUCKY	22,392	18,480	18,545	-3,847	65	-17.18	0.35
LOUISIANA	18,330	16,176	16,512	-1,818	336	-9.92	2.08
MAINE	5,203	6,471	6,815	1,612	344	30.98	5.32
MARYLAND	23,594	24,809	25,730	2,136	921	9.05	3.71
MASSACHUSETTS	28,244	22,011	22,136	-6,108	125	-21.63	0.57
MICHIGAN	32,784	35,387	36,491	3,707	1,104	11.31	3.12
MINNESOTA	13,963	14,845	15,213	1,250	368	8.95	2.48
MISSISSIPPI	16,388	18,523	17,769	1,381	-754	8.43	-4.07
MISSOURI	25,575	23,461	23,999	-1,576	538	-6.16	2.29
MONTANA	3,399	3,336	3,441	42	105	1.24	3.15
NEBRASKA	7,308	9,053	9,025	1,717	-28	23.49	-0.31
NEVADA	2,636	4,414	4,576	1,940	162	73.60	3.67
NEW HAMPSHIRE	2,490	4,915	5,090	2,600	175	104.42	3.56
NEW JERSEY	49,983	46,376	47,316	-2,667	940	-5.34	2.03
NEW MEXICO	9,531	9,100	8,761	-770	-339	-8.08	-3.73
NEW YORK	23,975	42,255	48,644	24,669	6,389	102.89	15.12
NORTH CAROLINA	22,885	26,319	27,001	4,116	682	17.99	2.59
NORTH DAKOTA	3,421	3,059	3,184	-237	125	-6.93	4.09
OHIO	49,038	49,603	46,398	-2,640	-3,205	-5.38	-6.46
OKLAHOMA	15,946	13,802	14,071	-1,875	269	-11.76	1.95
OREGON	11,407	13,122	13,251	1,844	129	16.17	0.98
PENNSYLVANIA	52,248	39,308	38,574	-13,674	-734	-26.17	-1.87
PUERTO RICO	1,345	3,278	4,263	2,918	985	216.95	30.05
RHODE ISLAND	2,772	4,264	4,584	1,812	320	65.37	7.50
SOUTH CAROLINA	17,067	18,340	18,732	1,665	392	9.76	2.14
SOUTH DAKOTA	3,824	3,345	3,304	-520	-41	-13.60	-1.23
TENNESSEE	25,406	25,589	25,180	-226	-409	-0.89	-1.60
TEXAS	56,281	64,091	66,138	9,857	2,047	17.51	3.19
UTAH	8,169	8,178	8,517	348	339	4.26	4.15
VERMONT	3,015	1,692	1,796	-1,219	104	-40.43	6.15
VIRGINIA	23,199	25,388	25,095	1,896	-293	8.17	-1.15
WASHINGTON	11,823	15,817	15,721	3,898	-96	32.97	-0.61
WEST VIRGINIA	10,577	11,011	10,912	335	-99	3.17	-0.90
WISCONSIN	12,256	16,656	17,052	4,796	396	39.13	2.38
WYOMING	2,455	2,793	2,880	425	87	17.31	3.11
AMERICAN SAMOA	95	6	16	-79	10	-83.16	166.67
GUAM	144	151	164	20	13	13.89	8.61
NORTHERN MARIANAS	220	9	12	-208	3	-94.55	33.33
PALAU	0	6	6	6	0	100.00	0.00
VIRGIN ISLANDS	222	178	199	-23	21	-10.36	11.80
BUR. OF INDIAN AFFAIRS	1,375	1,575	1,503	128	-72	9.31	-4.57
U.S. AND OUTLYING AREAS	953,568	1,026,884	1,050,975	97,407	24,091	10.22	2.35
50 STATES, D.C. & P.R.	951,512	1,024,959	1,049,075	97,563	24,116	10.25	2.35

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

MENTAL RETARDATION

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1987-88	1995-96	1996-97	1987-88 1996-97	1995-96 1996-97	1987-88 1996-97	1995-96 1996-97
ALABAMA	30,172	24,408	23,294	-6,878	-1,114	-22.80	-4.56
ALASKA	410	676	743	333	67	81.22	9.91
ARIZONA	5,030	6,201	6,393	1,363	192	27.10	3.10
ARKANSAS	11,739	11,785	12,174	435	389	3.71	3.30
CALIFORNIA	24,348	28,706	29,669	5,321	963	21.85	3.35
COLORADO	3,570	3,033	3,139	-431	106	-12.07	3.49
CONNECTICUT	3,905	3,800	4,191	286	391	7.32	10.29
DELAWARE	1,346	1,828	1,810	464	-18	34.47	-0.98
DISTRICT OF COLUMBIA	1,126	1,169	1,022	-104	-147	-9.24	-12.57
FLORIDA	23,932	33,788	35,825	11,893	2,037	49.69	6.03
GEORGIA	23,418	26,934	27,805	4,387	871	18.73	3.23
HAWAII	1,213	2,096	2,271	1,058	175	87.22	8.35
IDAHO	2,802	2,838	2,866	64	28	2.28	0.99
ILLINOIS	24,567	24,761	25,554	987	793	4.02	3.20
INDIANA	19,911	20,409	20,657	746	248	3.75	1.22
IOWA	10,654	12,534	13,264	2,610	730	24.50	5.82
KANSAS	5,781	5,469	5,618	-163	149	-2.82	2.72
KENTUCKY	18,373	18,201	18,043	-330	-158	-1.80	-0.87
LOUISIANA	10,571	12,745	12,884	2,313	139	21.88	1.09
MAINE	3,391	1,335	1,256	-2,135	-79	-62.96	-5.92
MARYLAND	5,906	6,035	6,148	242	113	4.10	1.87
MASSACHUSETTS	28,531	13,889	14,050	-14,481	161	-50.76	1.16
MICHIGAN	20,180	20,353	20,738	558	385	2.77	1.89
MINNESOTA	10,840	10,265	10,238	-602	-27	-5.55	-0.26
MISSISSIPPI	9,362	7,851	7,706	-1,656	-145	-17.69	-1.85
MISSOURI	15,678	12,348	12,559	-3,119	211	-19.89	1.71
MONTANA	1,124	1,136	1,368	244	232	21.71	20.42
NEBRASKA	4,293	5,440	5,703	1,410	263	32.84	4.83
NEVADA	1,019	1,563	1,630	611	67	59.96	4.29
NEW HAMPSHIRE	989	941	934	-55	-7	-5.56	-0.74
NEW JERSEY	6,704	4,539	4,709	-1,995	170	-29.76	3.75
NEW MEXICO	2,093	2,062	2,076	-17	14	-0.81	0.68
NEW YORK	24,586	17,186	16,890	-7,696	-296	-31.30	-1.72
NORTH CAROLINA	21,593	25,734	26,843	5,250	1,109	24.31	4.31
NORTH DAKOTA	1,524	1,268	1,260	-264	-8	-17.32	-0.63
OHIO	48,832	48,531	49,141	309	610	0.63	1.26
OKLAHOMA	11,223	10,433	9,950	-1,273	-483	-11.34	-4.63
OREGON	3,614	4,228	3,735	121	-493	3.35	-11.66
PENNSYLVANIA	35,684	27,593	27,450	-8,234	-143	-23.07	-0.52
PUERTO RICO	17,795	13,848	13,458	-4,337	-390	-24.37	-2.82
RHODE ISLAND	1,028	1,058	1,091	63	33	6.13	3.12
SOUTH CAROLINA	16,156	16,114	16,752	596	638	3.69	3.96
SOUTH DAKOTA	1,567	1,559	1,488	-79	-71	-5.04	-4.55
TENNESSEE	14,380	15,371	15,575	1,195	204	8.31	1.33
TEXAS	25,430	24,201	24,433	-997	232	-3.92	0.96
UTAH	3,306	3,430	3,417	111	-13	3.36	-0.38
VERMONT	1,706	1,385	1,352	-354	-33	-20.75	-2.38
VIRGINIA	13,132	14,271	14,469	1,337	198	10.18	1.39
WASHINGTON	7,541	8,054	7,747	206	-307	2.73	-3.81
WEST VIRGINIA	9,055	7,840	8,040	-1,015	200	-11.21	2.55
WISCONSIN	5,146	12,329	12,747	7,601	418	147.71	3.39
WYOMING	652	644	672	20	28	3.07	4.35
AMERICAN SAMOA	101	33	34	-67	1	-66.34	3.03
GUAM	580	135	119	-461	-16	-79.48	-11.85
NORTHERN MARIANAS	88	37	28	-60	-9	-68.18	-24.32
PALAU	0	4	5	5	1	100.00	25.00
VIRGIN ISLANDS	658	693	449	-209	-244	-31.76	-35.21
BUR. OF INDIAN AFFAIRS	415	458	543	128	85	30.84	18.56
U.S. AND OUTLYING AREAS	598,770	585,575	594,025	-4,745	8,450	-0.79	1.44
50 STATES, D.C. & P.R.	596,928	584,215	592,847	-4,081	8,632	-0.68	1.48

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

EMOTIONAL DISTURBANCE

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1995-96	NUMBER SERVED 1996-97	CHANGE IN NUMBER SERVED 1987-88 1996-97	CHANGE IN NUMBER SERVED 1995-96 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1995-96 1996-97
ALABAMA	6,180	5,468	5,510	-670	42	-10.84	0.77
ALASKA	482	748	834	352	86	73.03	11.50
ARIZONA	3,521	4,578	4,786	1,265	208	35.93	4.54
ARKANSAS	415	427	425	10	-2	2.41	-0.47
CALIFORNIA	10,891	18,020	18,614	7,723	594	70.91	3.30
COLORADO	8,920	8,477	8,624	-296	147	-3.32	1.73
CONNECTICUT	12,219	11,167	10,750	-1,469	-417	-12.02	-3.73
DELAWARE	2,254	717	726	-1,528	9	-67.79	1.26
DISTRICT OF COLUMBIA	781	800	861	80	61	10.24	7.63
FLORIDA	20,883	33,882	34,788	13,905	906	66.59	2.67
GEORGIA	16,652	22,245	21,998	5,346	-247	32.10	-1.11
HAWAII	655	1,443	1,629	974	186	148.70	12.89
IDAHO	517	561	597	80	36	15.47	6.42
ILLINOIS	26,178	27,924	28,820	2,642	896	10.09	3.21
INDIANA	4,224	8,557	9,155	4,931	598	116.74	6.99
IOWA	6,205	8,033	8,348	2,143	315	34.54	3.92
KANSAS	4,257	4,838	4,909	652	71	15.32	1.47
KENTUCKY	2,871	4,737	5,195	2,324	458	80.95	9.67
LOUISIANA	3,794	5,965	5,924	2,130	-41	56.14	-0.69
MAINE	4,164	4,351	4,414	250	63	6.00	1.45
MARYLAND	3,979	6,675	7,111	3,132	436	78.71	6.53
MASSACHUSETTS	18,625	12,244	12,389	-6,236	145	-33.48	1.18
MICHIGAN	20,710	17,022	17,240	-3,470	218	-16.76	1.28
MINNESOTA	10,306	16,761	17,332	7,026	571	68.17	3.41
MISSISSIPPI	247	297	315	68	18	27.53	6.06
MISSOURI	7,892	9,530	9,615	1,723	85	21.83	0.89
MONTANA	610	1,126	1,135	525	9	86.07	0.80
NEBRASKA	2,365	2,825	2,857	492	32	20.80	1.13
NEVADA	896	1,368	1,401	505	33	56.36	2.41
NEW HAMPSHIRE	1,531	2,050	2,171	640	121	41.80	5.90
NEW JERSEY	14,200	13,576	13,059	-1,141	-517	-8.04	-3.81
NEW MEXICO	3,014	3,343	3,427	413	84	13.70	2.51
NEW YORK	44,637	44,563	45,317	680	754	1.52	1.69
NORTH CAROLINA	8,354	9,554	9,630	1,276	76	15.27	0.80
NORTH DAKOTA	457	687	774	317	87	69.37	12.66
OHIO	7,454	11,681	11,819	4,365	138	58.56	1.18
OKLAHOMA	1,334	2,568	2,894	1,560	326	116.94	12.69
OREGON	2,543	3,592	3,586	1,043	-6	41.01	-0.17
PENNSYLVANIA	17,534	17,729	18,076	542	347	3.09	1.96
PUERTO RICO	1,092	883	890	-202	7	-18.50	0.79
RHODE ISLAND	1,367	1,933	2,055	688	122	50.33	6.31
SOUTH CAROLINA	6,220	5,121	5,378	-842	257	-13.54	5.02
SOUTH DAKOTA	585	606	517	-68	-89	-11.62	-14.69
TENNESSEE	2,297	3,526	3,336	1,039	-190	45.23	-5.39
TEXAS	22,655	33,887	34,887	12,232	1,000	53.99	2.95
UTAH	10,134	4,849	4,726	-5,408	-123	-53.36	-2.54
VERMONT	655	1,486	1,633	978	147	149.31	9.89
VIRGINIA	7,536	11,793	11,876	4,340	83	57.59	0.70
WASHINGTON	4,084	5,508	5,302	1,218	-206	29.82	-3.74
WEST VIRGINIA	2,466	1,987	2,045	-421	58	-17.07	2.92
WISCONSIN	9,706	15,921	15,992	6,286	71	64.76	0.45
WYOMING	500	896	943	443	47	88.60	5.25
AMERICAN SAMOA	0	1	1	1	0	100.00	0.00
GUAM	42	10	9	-33	-1	-78.57	-10.00
NORTHERN MARIANAS	2	2	3	1	1	50.00	50.00
PALAU	0	1	2	2	1	100.00	100.00
VIRGIN ISLANDS	76	53	40	-36	-13	-47.37	-24.53
BUR. OF INDIAN AFFAIRS	212	573	736	524	163	247.17	28.45
U.S. AND OUTLYING AREAS	372,380	439,165	447,426	75,046	8,261	20.15	1.88
50 STATES, D.C. & P.R.	372,048	438,525	446,635	74,587	8,110	20.05	1.85

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

MULTIPLE DISABILITIES

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1995-96	NUMBER SERVED 1996-97	CHANGE IN NUMBER SERVED 1987-88 1996-97	CHANGE IN NUMBER SERVED 1995-96 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1995-96 1996-97
ALABAMA	999	1,322	1,336	337	14	33.73	1.06
ALASKA	291	428	459	168	31	57.73	7.24
ARIZONA	1,193	1,338	1,306	113	-32	9.47	-2.39
ARKANSAS	522	823	911	389	88	74.52	10.69
CALIFORNIA	5,184	5,333	5,006	-178	-327	-3.43	-6.13
COLORADO	2,801	2,751	2,789	-12	38	-0.43	1.38
CONNECTICUT	802	1,693	2,038	1,236	345	154.11	20.38
DELAWARE	69	0	0	-69	0	-100.00	0.00
DISTRICT OF COLUMBIA	164	8	20	-144	12	-87.80	150.00
FLORIDA	0	0	0	0	0	0.00	0.00
GEORGIA	0	0	0	0	0	0.00	0.00
HAWAII	201	228	240	39	12	19.40	5.26
IDAHO	204	382	436	232	54	113.73	14.14
ILLINOIS	1,893	0	0	-1,893	0	-100.00	0.00
INDIANA	932	827	830	-102	3	-10.94	0.36
IOWA	602	516	503	-99	-13	-16.45	-2.52
KANSAS	545	1,552	1,685	1,140	133	209.17	8.57
KENTUCKY	1,041	1,386	1,596	555	210	53.31	15.15
LOUISIANA	839	933	971	132	38	15.73	4.07
MAINE	1,013	1,869	1,974	961	105	94.87	5.62
MARYLAND	2,816	4,594	4,948	2,132	354	75.71	7.71
MASSACHUSETTS	2,800	2,584	2,624	-176	40	-6.29	1.55
MICHIGAN	1,536	2,344	2,454	918	110	59.77	4.69
MINNESOTA	3	0	0	-3	0	-100.00	0.00
MISSISSIPPI	249	392	409	160	17	64.26	4.34
MISSOURI	433	640	731	298	91	68.82	14.22
MONTANA	247	484	151	-96	-333	-38.87	-68.80
NEBRASKA	386	415	406	20	-9	5.18	-2.17
NEVADA	314	391	443	129	52	41.08	13.30
NEW HAMPSHIRE	256	337	350	94	13	36.72	3.86
NEW JERSEY	5,757	11,916	13,165	7,408	1,249	128.68	10.48
NEW MEXICO	633	929	964	331	35	52.29	3.77
NEW YORK	8,931	16,154	17,509	8,578	1,355	96.05	8.39
NORTH CAROLINA	1,307	1,440	1,527	220	87	16.83	6.04
NORTH DAKOTA	0	0	0	0	0	0.00	0.00
OHIO	4,046	11,217	11,847	7,801	630	192.81	5.62
OKLAHOMA	1,252	1,457	1,460	208	3	16.61	0.21
OREGON	0	0	0	0	0	0.00	0.00
PENNSYLVANIA	0	1,396	1,318	1,318	-78	100.00	-5.59
PUERTO RICO	1,924	1,237	1,240	-684	3	-35.55	0.24
RHODE ISLAND	58	199	221	163	22	281.03	11.06
SOUTH CAROLINA	402	402	390	-12	-12	-2.99	-2.99
SOUTH DAKOTA	390	493	525	135	32	34.62	6.49
TENNESSEE	1,351	1,827	1,827	476	0	35.23	0.00
TEXAS	3,557	3,312	3,621	64	309	1.80	9.33
UTAH	1,306	1,406	1,390	84	-16	6.43	-1.14
VERMONT	147	88	82	-65	-6	-44.22	-6.82
VIRGINIA	1,393	3,751	4,330	2,937	579	210.84	15.44
WASHINGTON	1,800	3,237	3,082	1,282	-155	71.22	-4.79
WEST VIRGINIA	1	0	0	-1	0	-100.00	0.00
WISCONSIN	15,929	0	0	-15,929	0	-100.00	0.00
WYOMING	69	0	0	-69	0	-100.00	0.00
AMERICAN SAMOA	5	13	18	13	5	260.00	38.46
GUAM	86	46	50	-36	4	-41.86	8.70
NORTHERN MARIANAS	76	34	33	-43	-1	-56.58	-2.94
PALAU	0	6	4	4	-2	100.00	-33.33
VIRGIN ISLANDS	35	23	27	-8	4	-22.86	17.39
BUR. OF INDIAN AFFAIRS	233	382	392	159	10	68.24	2.62
U.S. AND OUTLYING AREAS	79,023	94,535	99,638	20,615	5,103	26.09	5.40
50 STATES, D.C. & P.R.	78,588	94,031	99,114	20,526	5,083	26.12	5.41

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

HEARING IMPAIRMENTS

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1995-96	NUMBER SERVED 1996-97	CHANGE IN NUMBER SERVED 1987-88 1996-97	CHANGE IN NUMBER SERVED 1995-96 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1995-96 1996-97
ALABAMA	952	976	945	-7	-31	-0.74	-3.18
ALASKA	147	201	222	75	21	51.02	10.45
ARIZONA	904	1,249	1,338	434	89	48.01	7.13
ARKANSAS	523	579	565	42	-14	8.03	-2.42
CALIFORNIA	6,679	8,643	8,866	2,187	223	32.74	2.58
COLORADO	741	1,028	1,025	284	-3	38.33	-0.29
CONNECTICUT	650	749	836	186	87	28.62	11.62
DELAWARE	209	181	118	-91	-63	-43.54	-34.81
DISTRICT OF COLUMBIA	48	41	28	-20	-13	-41.67	-31.71
FLORIDA	1,563	2,559	2,669	1,106	110	70.76	4.30
GEORGIA	1,254	1,286	1,332	78	46	6.22	3.58
HAWAII	213	309	321	108	12	50.70	3.88
IDAHO	331	317	298	-33	-19	-9.97	-5.99
ILLINOIS	3,013	2,986	3,081	68	95	2.26	3.18
INDIANA	1,115	1,460	1,502	387	42	34.71	2.88
IOWA	717	787	752	35	-35	4.88	-4.45
KANSAS	583	575	599	16	24	2.74	4.17
KENTUCKY	802	760	763	-39	3	-4.86	0.39
LOUISIANA	1,285	1,447	1,433	148	-14	11.52	-0.97
MAINE	316	279	284	-32	5	-10.13	1.79
MARYLAND	1,179	1,233	1,193	14	-40	1.19	-3.24
MASSACHUSETTS	1,670	1,346	1,362	-308	16	-18.44	1.19
MICHIGAN	2,390	2,712	2,756	366	44	15.31	1.62
MINNESOTA	1,268	1,685	1,669	401	-16	31.62	-0.95
MISSISSIPPI	494	571	580	86	9	17.41	1.58
MISSOURI	822	1,114	1,166	344	52	41.85	4.67
MONTANA	190	211	225	35	14	18.42	6.64
NEBRASKA	416	578	580	164	2	39.42	0.35
NEVADA	134	325	301	167	-24	124.63	-7.38
NEW HAMPSHIRE	219	257	272	53	15	24.20	5.84
NEW JERSEY	1,301	1,320	1,328	27	8	2.08	0.61
NEW MEXICO	409	453	498	89	45	21.76	9.93
NEW YORK	3,775	4,920	5,408	1,633	488	43.26	9.92
NORTH CAROLINA	1,744	1,966	2,026	282	60	16.17	3.05
NORTH DAKOTA	144	98	94	-50	-4	-34.72	-4.08
OHIO	2,117	2,431	2,351	234	-80	11.05	-3.29
OKLAHOMA	685	710	728	43	18	6.28	2.54
OREGON	937	1,500	985	48	-515	5.12	-34.33
PENNSYLVANIA	2,969	2,865	2,790	-179	-75	-6.03	-2.62
PUERTO RICO	1,143	792	839	-304	47	-26.60	5.93
RHODE ISLAND	170	190	196	26	6	15.29	3.16
SOUTH CAROLINA	9[illegible]	992	993	54	1	5.75	0.10
SOUTH DAKOTA	311	156	137	-174	-19	-55.95	-12.18
TENNESSEE	1,316	1,295	1,314	-2	19	-0.15	1.47
TEXAS	3,945	5,474	5,599	1,654	125	41.93	2.28
UTAH	590	767	807	217	40	36.78	5.22
VERMONT	189	147	161	-28	14	-14.81	9.52
VIRGINIA	1,105	1,239	1,289	184	50	16.65	4.04
WASHINGTON	1,322	2,387	2,148	826	-239	62.48	-10.01
WEST VIRGINIA	403	377	384	-19	7	-4.71	1.86
WISCONSIN	193	1,232	1,314	1,121	82	580.83	6.66
WYOMING	208	164	171	-37	7	-17.79	4.27
AMERICAN SAMOA	13	10	8	-5	-2	-38.46	-20.00
GUAM	23	30	31	8	1	34.78	3.33
NORTHERN MARIANAS	29	8	8	-21	0	-72.41	0.00
PALAU	0	4	4	4	0	100.00	0.00
VIRGIN ISLANDS	27	24	23	-4	-1	-14.81	-4.17
BUR. OF INDIAN AFFAIRS	38	44	51	13	7	34.21	15.91
U.S. AND OUTLYING AREAS	56,872	68,039	68,766	11,894	727	20.91	1.07
50 STATES, D.C. & P.R.	56,742	67,919	68,641	11,899	722	20.97	1.06

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1995-96	NUMBER SERVED 1996-97	CHANGE IN NUMBER SERVED 1987-88 1996-97	CHANGE IN NUMBER SERVED 1995-96 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1995-96 1996-97
ALABAMA	481	537	546	65	9	13.51	1.68
ALASKA	111	80	69	-42	-11	-37.84	-13.75
ARIZONA	509	748	937	428	189	84.09	25.27
ARKANSAS	141	152	161	20	9	14.18	5.92
CALIFORNIA	6,273	10,253	10,673	4,400	420	70.14	4.10
COLORADO	740	2,936	3,433	2,693	497	363.92	16.93
CONNECTICUT	234	225	255	21	30	8.97	13.33
DELAWARE	228	496	569	341	73	149.56	14.72
DISTRICT OF COLUMBIA	71	86	122	51	36	71.83	41.86
FLORIDA	1,932	4,614	4,863	2,931	249	151.71	5.40
GEORGIA	695	805	800	105	-5	15.11	-0.62
HAWAII	299	148	137	-162	-11	-54.18	-7.43
IDAHO	329	133	135	-194	2	-58.97	1.50
ILLINOIS	3,247	2,541	2,620	-627	79	-19.31	3.11
INDIANA	604	979	1,057	453	78	75.00	7.97
IOWA	927	1,076	1,123	196	47	21.14	4.37
KANSAS	387	504	432	45	-72	11.63	-14.29
KENTUCKY	421	426	445	24	19	5.70	4.46
LOUISIANA	833	1,289	1,314	481	25	57.74	1.94
MAINE	324	97	91	-233	-6	-71.91	-6.19
MARYLAND	558	518	546	-12	28	-2.15	5.41
MASSACHUSETTS	1,125	867	874	-251	7	-22.31	0.81
MICHIGAN	3,491	8,000	8,970	5,479	970	156.95	12.13
MINNESOTA	1,094	1,379	1,397	303	18	27.70	1.31
MISSISSIPPI	632	1,216	1,281	649	65	102.69	5.35
MISSOURI	776	700	754	-22	54	-2.84	7.71
MONTANA	124	64	69	-55	5	-44.35	7.81
NEBRASKA	642	502	498	144	-4	-22.43	-0.80
NEVADA	119	215	239	120	24	100.84	11.16
NEW HAMPSHIRE	135	161	166	31	5	22.96	3.11
NEW JERSEY	674	639	581	-93	-58	-13.80	-9.08
NEW MEXICO	460	441	437	-23	-4	-5.00	-0.91
NEW YORK	1,968	2,617	2,892	924	275	46.95	10.51
NORTH CAROLINA	864	982	976	112	-6	12.96	-0.61
NORTH DAKOTA	96	124	130	34	6	35.42	4.84
OHIO	3,607	2,274	2,296	-1,311	22	-36.35	0.97
OKLAHOMA	271	373	369	98	-4	36.16	-1.07
OREGON	1,079	1,071	795	-284	-276	-26.32	-25.77
PENNSYLVANIA	1,568	1,236	1,314	-254	78	-16.20	6.31
PUERTO RICO	552	549	555	3	6	0.54	1.09
RHODE ISLAND	158	149	144	-14	-5	-8.86	-3.36
SOUTH CAROLINA	704	763	735	31	-28	4.40	-3.67
SOUTH DAKOTA	169	112	100	-69	-12	-40.83	-10.71
TENNESSEE	885	1,163	1,110	225	-53	25.42	-4.56
TEXAS	3,494	5,004	5,526	2,032	522	58.16	10.43
UTAH	239	185	169	-70	-16	-29.29	-8.65
VERMONT	103	77	77	-26	0	-25.24	0.00
VIRGINIA	620	772	801	181	29	29.19	3.76
WASHINGTON	888	1,050	979	91	-71	10.25	-6.76
WEST VIRGINIA	396	219	216	-180	-3	-45.45	-1.37
WISCONSIN	416	1,397	1,440	1,024	43	246.15	3.08
WYOMING	144	152	137	-7	-15	-4.86	-9.87
AMERICAN SAMOA	1	1	0	-1	-1	-100.00	-100.00
GUAM	24	20	13	-11	-7	-45.83	-35.00
NORTHERN MARIANAS	79	6	12	-67	6	-84.81	100.00
PALAU	0	4	3	3	-1	100.00	-25.00
VIRGIN ISLANDS	4	11	4	0	-7	0.00	-63.64
BUR. OF INDIAN AFFAIRS	21	18	13	-8	-5	-38.10	-27.78
U.S. AND OUTLYING AREAS	46,966	63,156	66,400	19,434	3,244	41.38	5.14
50 STATES, D.C. & P.R.	46,837	63,096	66,355	19,518	3,259	41.67	5.17

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1995-96	NUMBER SERVED 1996-97	CHANGE IN NUMBER SERVED 1987-88 1996-97	CHANGE IN NUMBER SERVED 1995-96 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1995-96 1996-97
ALABAMA	662	1,476	1,880	1,218	404	183.99	27.37
ALASKA	116	324	382	266	58	229.31	17.90
ARIZONA	355	676	773	418	97	117.75	14.35
ARKANSAS	194	2,349	2,982	2,788	633	1,437.11	26.95
CALIFORNIA	11,961	11,710	12,771	810	1,061	6.77	9.06
COLORADO	0	0	0	0	0	0.00	0.00
CONNECTICUT	326	3,203	4,435	4,109	1,232	1,260.43	38.46
DELAWARE	119	0	0	-119	0	-100.00	0.00
DISTRICT OF COLUMBIA	89	135	113	24	-22	26.97	-16.30
FLORIDA	2,289	2,138	2,560	271	422	11.84	19.74
GEORGIA	258	3,936	5,556	5,298	1,620	2,053.49	41.16
HAWAII	87	385	448	361	63	414.94	16.36
IDAHO	472	603	684	212	81	44.92	13.43
ILLINOIS	1,709	3,294	3,399	1,690	105	98.89	3.19
INDIANA	90	1,183	1,524	1,434	341	1,593.33	28.83
IOWA	2	11	27	25	16	1,250.00	145.45
KANSAS	171	2,175	2,850	2,679	675	1,566.67	31.03
KENTUCKY	278	1,602	2,336	2,058	734	740.29	45.82
LOUISIANA	1,162	4,507	5,331	4,169	824	358.78	18.28
MAINE	329	967	1,232	903	265	274.47	27.40
MARYLAND	758	3,038	3,831	3,073	793	405.41	26.10
MASSACHUSETTS	1,609	1,149	1,162	-447	13	-27.78	1.13
MICHIGAN	157	0	0	-157	0	-100.00	0.00
MINNESOTA	403	3,525	4,275	3,872	750	960.79	21.28
MISSISSIPPI	0	0	0	0	0	0.00	0.00
MISSOURI	266	2,499	3,236	2,970	737	1,116.54	29.49
MONTANA	156	535	662	506	127	324.36	23.74
NEBRASKA	0	1,222	1,456	1,456	234	100.00	19.15
NEVADA	98	459	621	523	162	533.67	35.29
NEW HAMPSHIRE	279	1,994	2,387	2,108	393	755.56	19.71
NEW JERSEY	482	666	707	225	41	46.68	6.16
NEW MEXICO	85	920	1,155	1,070	235	1,258.82	25.54
NEW YORK	3,270	10,920	13,565	10,295	2,645	314.83	24.22
NORTH CAROLINA	1,809	6,283	7,887	6,078	1,604	335.99	25.53
NORTH DAKOTA	74	256	312	238	56	321.62	21.88
OHIO	0	2,942	3,091	3,091	149	100.00	5.06
OKLAHOMA	141	753	1,105	964	352	683.69	46.75
OREGON	868	2,174	2,525	1,657	351	190.90	16.15
PENNSYLVANIA	0	464	591	591	127	100.00	27.37
PUERTO RICO	774	789	885	111	96	14.34	12.17
RHODE ISLAND	181	834	1,107	926	273	511.60	32.73
SOUTH CAROLINA	137	1,163	1,582	1,445	419	1,054.74	36.03
SOUTH DAKOTA	83	203	219	136	16	163.86	7.88
TENNESSEE	1,740	7,260	8,339	6,599	1,079	379.25	14.86
TEXAS	7,806	21,522	25,109	17,303	3,587	221.66	16.67
UTAH	303	631	720	417	89	137.62	14.10
VERMONT	126	548	693	567	145	450.00	26.46
VIRGINIA	486	4,148	5,904	5,418	1,756	1,114.81	42.33
WASHINGTON	2,780	13,778	14,498	11,718	720	421.51	5.23
WEST VIRGINIA	88	754	1,011	923	257	1,048.86	34.08
WISCONSIN	168	1,383	2,146	1,978	763	1,177.38	55.17
WYOMING	217	532	599	382	67	176.04	12.59
AMERICAN SAMOA	1	2	2	1	0	100.00	0.00
GUAM	9	34	32	23	-2	255.56	-5.88
NORTHERN MARIANAS	9	5	7	-2	2	-22.22	40.00
PALAU	0	1	1	1	0	100.00	0.00
VIRGIN ISLANDS	7	23	37	30	14	428.57	60.87
BUR. OF INDIAN AFFAIRS	17	78	82	65	4	382.35	5.13
U.S. AND OUTLYING AREAS	46,056	134,161	160,824	114,768	26,663	249.19	19.87
50 STATES, D.C. & P.R.	46,013	134,018	160,663	114,650	26,645	249.17	19.88

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

VISUAL IMPAIRMENTS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1987-88	1995-96	1996-97	1987-88 1996-97	1995-96 1996-97	1987-88 1996-97	1995-96 1996-97
ALABAMA	431	408	403	-28	-5	-6.50	-1.23
ALASKA	26	49	50	24	1	92.31	2.04
ARIZONA	344	469	553	209	84	60.76	17.91
ARKANSAS	186	183	197	11	14	5.91	7.65
CALIFORNIA	2,334	3,453	3,623	1,289	170	55.23	4.92
COLORADO	284	318	312	28	-6	9.86	-1.89
CONNECTICUT	428	510	438	10	-72	2.34	-14.12
DELAWARE	63	114	60	-3	-54	-4.76	-47.37
DISTRICT OF COLUMBIA	18	27	27	9	0	50.00	0.00
FLORIDA	736	992	1,019	283	27	38.45	2.72
GEORGIA	450	512	541	91	29	20.22	5.66
HAWAII	72	69	65	-7	-4	-9.72	-5.80
IDAHO	70	84	92	22	8	31.43	9.52
ILLINOIS	1,224	1,142	1,176	-48	34	-3.92	2.98
INDIANA	565	726	735	170	9	30.09	1.24
IOWA	184	185	170	-14	-15	-7.61	-8.11
KANSAS	221	213	236	15	23	6.79	10.80
KENTUCKY	470	433	433	-37	0	-7.87	0.00
LOUISIANA	432	475	465	33	-10	7.64	-2.11
MAINE	102	100	88	-14	-12	-13.73	-12.00
MARYLAND	530	370	493	-37	123	-6.98	33.24
MASSACHUSETTS	830	598	608	-222	10	-26.75	1.67
MICHIGAN	761	830	852	91	22	11.96	2.65
MINNESOTA	294	377	378	84	1	28.57	0.27
MISSISSIPPI	172	214	222	50	8	29.07	3.74
MISSOURI	278	367	443	165	76	59.35	20.71
MONTANA	126	72	82	-44	10	-34.92	13.89
NEBRASKA	159	218	226	67	8	42.14	3.67
NEVADA	67	98	93	26	-5	38.81	-5.10
NEW HAMPSHIRE	98	117	127	29	10	29.59	8.55
NEW JERSEY	489	334	325	-164	-9	-33.54	-2.69
NEW MEXICO	136	189	182	46	-7	33.82	-3.70
NEW YORK	1,346	1,442	1,546	200	104	14.86	7.21
NORTH CAROLINA	581	589	593	12	4	2.07	0.68
NORTH DAKOTA	55	52	56	1	4	1.82	7.69
OHIO	943	984	1,017	74	33	7.85	3.35
OKLAHOMA	245	294	311	66	17	26.94	5.78
OREGON	335	549	389	54	-160	16.12	-29.14
PENNSYLVANIA	1,328	1,340	1,288	-40	-52	-3.01	-3.88
PUERTO RICO	663	545	509	-154	-36	-23.23	-6.61
RHODE ISLAND	65	70	64	-1	-6	-1.54	-8.57
SOUTH CAROLINA	395	388	367	-28	-21	-7.09	-5.41
SOUTH DAKOTA	53	55	59	6	4	11.32	7.27
TENNESSEE	776	937	850	74	-87	9.54	-9.28
TEXAS	1,748	2,082	2,201	453	119	25.92	5.72
UTAH	233	347	380	147	33	63.09	9.51
VERMONT	39	34	39	0	5	0.00	14.71
VIRGINIA	635	500	457	-178	-43	-28.03	-8.60
WASHINGTON	256	339	323	67	-16	26.17	-4.72
WEST VIRGINIA	234	199	190	-44	-9	-18.80	-4.52
WISCONSIN	213	389	396	183	7	85.92	1.80
WYOMING	46	56	51	5	-5	10.87	-8.93
AMERICAN SAMOA	2	3	3	1	0	50.00	0.00
GUAM	11	14	12	1	-2	9.09	-14.29
NORTHERN MARIANAS	6	1	1	-5	0	-83.33	0.00
PALAU	0	3	3	3	0	100.00	0.00
VIRGIN ISLANDS	15	20	7	-8	-13	-53.33	-65.00
BUR. OF INDIAN AFFAIRS	18	12	8	-10	-4	-55.56	-33.33
U.S. AND OUTLYING AREAS	22,821	25,490	25,834	3,013	344	13.20	1.35
50 STATES, D.C. & P.R.	22,769	25,437	25,800	3,031	363	13.31	1.43

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

AUTISM

STATE	NUMBER SERVED 1987-88	 1995-96	 1996-97	CHANGE IN NUMBER SERVED 1987-88 1996-97	 1995-96 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1996-97	 1995-96 1996-97
ALABAMA	.	300	352	.	52	.	17.33
ALASKA	.	53	70	.	17	.	32.08
ARIZONA	.	326	437	.	111	.	34.05
ARKANSAS	.	204	287	.	83	.	40.69
CALIFORNIA	.	3,064	3,913	.	849	.	27.71
COLORADO	.	80	134	.	54	.	67.50
CONNECTICUT	.	399	537	.	138	.	34.59
DELAWARE	.	135	160	.	25	.	18.52
DISTRICT OF COLUMBIA	.	72	62	.	-10	.	-13.89
FLORIDA	.	1,393	1,682	.	289	.	20.75
GEORGIA	.	498	674	.	176	.	35.34
HAWAII	.	84	101	.	17	.	20.24
IDAHO	.	107	141	.	34	.	31.78
ILLINOIS	.	1,065	1,101	.	36	.	3.38
INDIANA	.	932	1,098	.	166	.	17.81
IOWA	.	314	386	.	72	.	22.93
KANSAS	.	237	232	.	-5	.	-2.11
KENTUCKY	.	216	309	.	93	.	43.06
LOUISIANA	.	637	711	.	74	.	11.62
MAINE	.	119	168	.	49	.	41.18
MARYLAND	.	515	711	.	196	.	38.06
MASSACHUSETTS	.	562	568	.	6	.	1.07
MICHIGAN	.	1,762	2,051	.	289	.	16.40
MINNESOTA	.	664	870	.	206	.	31.02
MISSISSIPPI	.	162	218	.	56	.	34.57
MISSOURI	.	594	693	.	99	.	16.67
MONTANA	.	73	90	.	17	.	23.29
NEBRASKA	.	107	140	.	33	.	30.84
NEVADA	.	84	115	.	31	.	36.90
NEW HAMPSHIRE	.	39	99	.	60	.	153.85
NEW JERSEY	.	959	1,100	.	141	.	14.70
NEW MEXICO	.	90	124	.	34	.	37.78
NEW YORK	.	3,077	2,969	.	-108	.	-3.51
NORTH CAROLINA	.	1,234	1,464	.	230	.	18.64
NORTH DAKOTA	.	45	52	.	7	.	15.56
OHIO	.	202	292	.	90	.	44.55
OKLAHOMA	.	205	266	.	61	.	29.76
OREGON	.	1,735	1,351	.	-384	.	-22.13
PENNSYLVANIA	.	1,225	1,455	.	230	.	18.78
PUERTO RICO	.	337	357	.	20	.	5.93
RHODE ISLAND	.	74	105	.	31	.	41.89
SOUTH CAROLINA	.	188	314	.	126	.	67.02
SOUTH DAKOTA	.	66	81	.	15	.	22.73
TENNESSEE	.	465	507	.	42	.	9.03
TEXAS	.	2,420	2,933	.	513	.	21.20
UTAH	.	173	222	.	49	.	28.32
VERMONT	.	53	66	.	13	.	24.53
VIRGINIA	.	838	1,005	.	167	.	19.93
WASHINGTON	.	263	444	.	181	.	68.82
WEST VIRGINIA	.	130	151	.	21	.	16.15
WISCONSIN	.	452	669	.	217	.	48.01
WYOMING	.	29	45	.	16	.	55.17
AMERICAN SAMOA	.	0	0	.	0	.	0.00
GUAM	.	5	3	.	-2	.	-40.00
NORTHERN MARIANAS	.	3	1	.	-2	.	-66.67
PALAU	.	0	0	.	0	.	0.00
VIRGIN ISLANDS	.	6	6	.	0	.	0.00
BUR. OF INDIAN AFFAIRS	.	5	9	.	4	.	80.00
U.S. AND OUTLYING AREAS	.	29,076	34,101	.	5,025	.	17,28
50 STATES, D.C. & P.R.	.	29,057	34,082	.	5,025	.	17.29

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

DEAF-BLINDNESS

STATE	NUMBER SERVED 1987-88	NUMBER SERVED 1995-96	NUMBER SERVED 1996-97	CHANGE IN NUMBER SERVED 1987-88 1996-97	CHANGE IN NUMBER SERVED 1995-96 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1987-88 1996-97	PERCENTAGE CHANGE IN NUMBER SERVED 1995-96 1996-97
ALABAMA	29	8	9	-20	1	-68.97	12.50
ALASKA	0	9	5	5	-4	100.00	-44.44
ARIZONA	0	68	83	83	15	100.00	22.06
ARKANSAS	5	17	18	13	1	260.00	5.88
CALIFORNIA	155	166	143	-12	-23	-7.74	-13.86
COLORADO	79	66	74	-5	8	-6.33	12.12
CONNECTICUT	27	24	52	25	28	92.59	116.67
DELAWARE	28	32	33	5	1	17.86	3.13
DISTRICT OF COLUMBIA	13	12	4	-9	-8	-69.23	-66.67
FLORIDA	32	30	32	0	2	0.00	6.67
GEORGIA	35	9	15	-20	6	-57.14	66.67
HAWAII	8	3	2	-6	-1	-75.00	-33.33
IDAHO	0	10	9	9	-1	100.00	-10.00
ILLINOIS	54	63	63	9	0	16.67	0.00
INDIANA	37	63	58	21	-5	56.76	-7.94
IOWA	40	40	0	-40	-40	-100.00	-100.00
KANSAS	47	19	10	-37	-9	-78.72	-47.37
KENTUCKY	24	9	10	-14	1	-58.33	11.11
LOUISIANA	12	14	13	1	-1	8.33	-7.14
MAINE	7	8	11	4	3	57.14	37.50
MARYLAND	63	26	20	-43	-6	-68.25	-23.08
MASSACHUSETTS	63	49	48	-15	-1	-23.81	-2.04
MICHIGAN	0	0	0	0	0	0.00	0.00
MINNESOTA	25	21	21	-4	0	-16.00	0.00
MISSISSIPPI	12	15	18	6	3	50.00	20.00
MISSOURI	63	72	60	-3	-12	-4.76	-16.67
MONTANA	11	31	19	8	-12	72.73	-38.71
NEBRASKA	0	3	2	2	-1	100.00	-33.33
NEVADA	5	2	4	-1	2	-20.00	100.00
NEW HAMPSHIRE	8	5	3	-5	-2	-62.50	-40.00
NEW JERSEY	39	41	37	-2	-4	-5.13	-9.76
NEW MEXICO	26	5	7	-19	2	-73.08	40.00
NEW YORK	57	38	37	-20	-1	-35.09	-2.63
NORTH CAROLINA	16	17	24	8	7	50.00	41.18
NORTH DAKOTA	16	45	45	29	0	181.25	0.00
OHIO	5	16	19	14	3	280.00	18.75
OKLAHOMA	31	28	39	8	11	25.81	39.29
OREGON	18	24	8	-10	-16	-55.56	-66.67
PENNSYLVANIA	5	8	5	0	-3	0.00	-37.50
PUERTO RICO	100	33	27	-73	-6	-73.00	-18.18
RHODE ISLAND	4	4	2	-2	-2	-50.00	-50.00
SOUTH CAROLINA	8	18	15	7	-3	87.50	-16.67
SOUTH DAKOTA	25	4	4	-21	0	-84.00	0.00
TENNESSEE	21	17	6	-15	-11	-71.43	-64.71
TEXAS	67	56	57	-10	1	-14.93	1.79
UTAH	27	69	37	10	-32	37.04	-46.38
VERMONT	11	1	0	-11	-1	-100.00	-100.00
VIRGINIA	7	0	1	-6	1	-85.71	100.00
WASHINGTON	30	24	29	-1	5	-3.33	20.83
WEST VIRGINIA	17	24	24	7	0	41.18	0.00
WISCONSIN	11	10	7	-4	-3	-36.36	-30.00
WYOMING	3	0	0	-3	0	-100.00	0.00
AMERICAN SAMOA	2	3	1	-1	-2	-50.00	-66.67
GUAM	6	1	1	-5	0	-83.33	0.00
NORTHERN MARIANAS	14	1	2	-12	1	-85.71	100.00
PALAU	0	2	2	2	0	100.00	0.00
VIRGIN ISLANDS	6	3	7	1	4	16.67	133.33
BUR. OF INDIAN AFFAIRS	0	1	4	4	3	100.00	300.00
U.S. AND OUTLYING AREAS	1,454	1,387	1,286	-168	-101	-11.55	-7.28
50 STATES, D.C. & P.R.	1,426	1,376	1,269	-157	-107	-11.01	-7.78

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA9

Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B

TRAUMATIC BRAIN INJURY

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1987-88	1995-96	1996-97	1987-88 1996-97	1995-96 1996-97	1987-88 1996-97	1995-96 1996-97
ALABAMA	.	182	192	.	10	.	5.49
ALASKA	.	52	61	.	9	.	17.31
ARIZONA	.	37	48	.	11	.	29.73
ARKANSAS	.	101	117	.	16	.	15.84
CALIFORNIA	.	659	776	.	117	.	17.75
COLORADO	.	146	186	.	40	.	27.40
CONNECTICUT	.	59	55	.	-4	.	-6.78
DELAWARE	.	0	2	.	2	.	100.00
DISTRICT OF COLUMBIA	.	6	9	.	3	.	50.00
FLORIDA	.	153	189	.	36	.	23.53
GEORGIA	.	192	241	.	49	.	25.52
HAWAII	.	31	38	.	7	.	22.58
IDAHO	.	111	153	.	42	.	37.84
ILLINOIS	.	383	396	.	13	.	3.39
INDIANA	.	299	315	.	16	.	5.35
IOWA	.	152	175	.	23	.	15.13
KANSAS	.	273	157	.	-116	.	-42.49
KENTUCKY	.	131	147	.	16	.	12.21
LOUISIANA	.	185	229	.	44	.	23.78
MAINE	.	72	86	.	14	.	19.44
MARYLAND	.	192	247	.	55	.	28.65
MASSACHUSETTS	.	286	288	.	2	.	0.70
MICHIGAN	.	0	0	.	0	.	0.00
MINNESOTA	.	155	199	.	44	.	28.39
MISSISSIPPI	.	55	73	.	18	.	32.73
MISSOURI	.	240	262	.	22	.	9.17
MONTANA	.	57	64	.	7	.	12.28
NEBRASKA	.	123	151	.	28	.	22.76
NEVADA	.	41	61	.	20	.	48.78
NEW HAMPSHIRE	.	21	32	.	11	.	52.38
NEW JERSEY	.	40	70	.	30	.	75.00
NEW MEXICO	.	154	172	.	18	.	11.69
NEW YORK	.	652	851	.	199	.	30.52
NORTH CAROLINA	.	235	281	.	46	.	19.57
NORTH DAKOTA	.	21	22	.	1	.	4.76
OHIO	.	129	185	.	56	.	43.41
OKLAHOMA	.	125	163	.	38	.	30.40
OREGON	.	234	246	.	12	.	5.13
PENNSYLVANIA	.	1,383	1,414	.	31	.	2.24
PUERTO RICO	.	28	29	.	1	.	3.57
RHODE ISLAND	.	42	43	.	1	.	2.38
SOUTH CAROLINA	.	41	46	.	5	.	12.20
SOUTH DAKOTA	.	40	51	.	11	.	27.50
TENNESSEE	.	193	224	.	31	.	16.06
TEXAS	.	363	503	.	140	.	38.57
UTAH	.	791	257	.	-534	.	-67.51
VERMONT	.	29	33	.	4	.	13.79
VIRGINIA	.	181	190	.	9	.	4.97
WASHINGTON	.	131	194	.	63	.	48.09
WEST VIRGINIA	.	80	101	.	21	.	26.25
WISCONSIN	.	199	253	.	54	.	27.14
WYOMING	.	70	79	.	9	.	12.86
AMERICAN SAMOA	.	0	0	.	0	.	0.00
GUAM	.	3	3	.	0	.	0.00
NORTHERN MARIANAS	.	0	0	.	0	.	0.00
PALAU	.	0	0	.	0	.	0.00
VIRGIN ISLANDS	.	1	3	.	2	.	200.00
BUR. OF INDIAN AFFAIRS	.	20	16	.	-4	.	-20.00
U.S. AND OUTLYING AREAS	.	9,579	10,378	.	799	.	8.34
50 STATES, D.C. & P.R.	.	9,555	10,356	.	801	.	8.38

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA10

Percentage (Based on Estimated Resident Population) of Children Served Under IDEA, Part B by Age Group, During the 1996-97 School Year

ALL DISABILITIES

STATE	AGE GROUP 3-5	6-17	18-21	3-17	3-21
ALABAMA	4.51	11.73	2.02	10.28	8.47
ALASKA	5.88	12.14	1.73	10.88	9.01
ARIZONA	3.81	9.26	1.34	8.08	6.67
ARKANSAS	7.34	10.06	1.72	9.53	7.90
CALIFORNIA	3.26	9.12	1.31	7.74	6.52
COLORADO	4.37	9.10	1.49	8.17	6.83
CONNECTICUT	5.72	13.24	2.47	11.68	9.99
DELAWARE	5.97	11.39	1.76	10.25	8.53
DISTRICT OF COLUMBIA	1.53	8.66	2.11	6.87	5.91
FLORIDA	4.52	12.51	1.91	10.84	9.15
GEORGIA	4.25	9.50	1.09	8.41	6.92
HAWAII	2.53	7.63	0.78	6.48	5.27
IDAHO	5.82	8.84	0.95	8.28	6.70
ILLINOIS	5.02	11.14	1.66	9.83	8.23
INDIANA	5.23	11.87	1.76	10.55	8.70
IOWA	5.22	11.80	1.96	10.59	8.77
KANSAS	5.82	9.94	1.51	9.16	7.61
KENTUCKY	9.46	10.19	1.34	10.05	8.10
LOUISIANA	4.68	9.38	1.71	8.46	7.05
MAINE	7.94	13.12	2.34	12.19	10.21
MARYLAND	4.33	10.72	1.57	9.38	7.93
MASSACHUSETTS	5.78	14.44	2.78	12.62	10.73
MICHIGAN	4.35	9.64	1.79	8.59	7.25
MINNESOTA	5.54	9.98	1.66	9.16	7.72
MISSISSIPPI	4.97	11.09	1.52	9.89	8.06
MISSOURI	3.81	11.73	1.90	10.19	8.54
MONTANA	4.93	9.74	1.49	8.90	7.35
NEBRASKA	4.78	11.51	1.49	10.26	8.45
NEVADA	4.43	9.61	1.24	8.49	7.17
NEW HAMPSHIRE	4.78	11.20	2.37	9.98	8.63
NEW JERSEY	4.70	13.65	2.35	11.71	9.94
NEW MEXICO	5.54	12.62	1.86	11.20	9.36
NEW YORK	6.01	11.56	2.51	10.34	6.80
NORTH CAROLINA	5.20	10.91	1.18	9.72	7.96
NORTH DAKOTA	4.60	9.23	1.47	8.42	6.91
OHIO	3.88	10.14	1.98	8.91	7.50
OKLAHOMA	3.72	10.78	1.72	9.44	7.84
OREGON	4.34	10.10	1.36	9.00	7.45
PENNSYLVANIA	4.26	9.32	1.90	8.32	7.06
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	6.13	14.42	2.80	12.74	10.82
SOUTH CAROLINA	6.53	12.26	1.46	11.09	9.02
SOUTH DAKOTA	6.77	8.63	1.39	8.29	6.87
TENNESSEE	4.50	12.36	2.12	10.77	8.95
TEXAS	3.47	11.41	2.03	9.73	8.17
UTAH	4.72	10.28	1.23	9.19	7.42
VERMONT	5.37	9.72	1.65	8.93	7.52
VIRGINIA	4.76	11.56	1.68	10.16	8.36
WASHINGTON	5.00	9.35	1.46	8.49	7.09
WEST VIRGINIA	7.70	13.65	2.04	12.55	10.07
WISCONSIN	6.61	9.78	1.76	9.20	7.70
WYOMING	7.82	11.33	1.72	10.73	8.78
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	4.64	10.78	1.76	9.51	7.96

Please see data notes for an explanation of individual State differences.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July, 1996.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA11

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1996-97 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	9.21	3.95	1.71	2.40	0.57
ALASKA	9.61	5.92	1.92	0.45	0.51
ARIZONA	7.26	4.25	1.32	0.65	0.48
ARKANSAS	8.00	3.66	1.33	2.05	0.07
CALIFORNIA	7.28	4.41	1.58	0.41	0.26
COLORADO	7.30	3.82	1.24	0.36	0.98
CONNECTICUT	10.86	5.56	1.83	0.62	1.59
DELAWARE	9.05	5.82	0.96	1.18	0.47
DISTRICT OF COLUMBIA	7.01	3.99	0.51	1.13	0.95
FLORIDA	10.10	4.77	2.47	1.22	1.19
GEORGIA	7.44	2.37	1.61	1.63	1.29
HAWAII	5.85	2.98	0.89	0.86	0.62
IDAHO	6.85	4.07	1.09	0.89	0.19
ILLINOIS	8.90	4.47	1.97	0.95	1.07
INDIANA	9.34	3.97	2.61	1.54	0.68
IOWA	9.37	4.47	1.17	2.00	1.26
KANSAS	7.92	3.48	1.74	0.91	0.79
KENTUCKY	7.86	2.49	2.08	2.03	0.58
LOUISIANA	7.48	3.37	1.48	1.16	0.53
MAINE	10.59	4.67	2.46	0.45	1.59
MARYLAND	8.68	4.01	2.35	0.56	0.65
MASSACHUSETTS	11.75	7.18	1.80	1.14	1.01
MICHIGAN	7.80	3.72	1.62	0.92	0.77
MINNESOTA	8.11	3.48	1.36	0.92	1.56
MISSISSIPPI	8.63	4.47	2.59	1.12	0.05
MISSOURI	9.42	5.11	1.93	1.01	0.77
MONTANA	7.74	4.39	1.58	0.63	0.52
NEBRASKA	9.08	3.86	2.24	1.42	0.71
NEVADA	7.75	5.00	1.33	0.47	0.41
NEW HAMPSHIRE	9.35	4.84	1.97	0.36	0.84
NEW JERSEY	11.06	5.15	2.82	0.28	0.78
NEW MEXICO	10.10	6.05	1.99	0.47	0.78
NEW YORK	9.40	5.37	1.26	0.44	1.17
NORTH CAROLINA	8.51	3.65	1.68	1.67	0.60
NORTH DAKOTA	7.28	3.54	2.01	0.79	0.49
OHIO	8.17	3.12	1.82	1.93	0.46
OKLAHOMA	8.57	4.65	1.76	1.24	0.36
OREGON	8.01	4.31	1.83	0.51	0.49
PENNSYLVANIA	7.58	3.91	1.50	1.07	0.70
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	11.73	7.06	2.23	0.53	1.00
SOUTH CAROLINA	9.49	4.13	2.21	1.98	0.64
SOUTH DAKOTA	6.88	3.42	1.76	0.79	0.28
TENNESSEE	9.80	4.85	2.14	1.32	0.28
TEXAS	9.12	5.48	1.41	0.52	0.74
UTAH	7.91	4.55	1.38	0.56	0.77
VERMONT	7.89	3.45	1.34	1.01	1.22
VIRGINIA	9.06	4.54	1.73	1.00	0.82
WASHINGTON	7.48	3.51	1.24	0.61	0.42
WEST VIRGINIA	10.46	4.74	2.70	1.99	0.51
WISCONSIN	7.88	3.63	1.39	1.04	1.31
WYOMING	8.93	4.54	2.27	0.53	0.74
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	8.62	4.41	1.74	0.96	0.74

Please see data notes for an explanation of individual State differences.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July, 1996.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA11

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1996-97 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.14	0.10	0.06	0.19	0.04
ALASKA	0.28	0.14	0.04	0.23	0.03
ARIZONA	0.13	0.14	0.09	0.08	0.06
ARKANSAS	0.15	0.09	0.03	0.50	0.03
CALIFORNIA	0.07	0.12	0.15	0.18	0.05
COLORADO	0.32	0.12	0.39	0.00	0.04
CONNECTICUT	0.30	0.12	0.04	0.65	0.06
DELAWARE	0.00	0.08	0.37	0.00	0.04
DISTRICT OF COLUMBIA	0.02	0.03	0.13	0.13	0.03
FLORIDA	0.00	0.09	0.17	0.09	0.03
GEORGIA	0.00	0.08	0.05	0.33	0.03
HAWAII	0.09	0.12	0.05	0.17	0.02
IDAHO	0.14	0.09	0.04	0.21	0.03
ILLINOIS	0.00	0.11	0.10	0.13	0.04
INDIANA	0.06	0.11	0.08	0.11	0.05
IOWA	0.08	0.11	0.17	0.00	0.03
KANSAS	0.27	0.10	0.07	0.46	0.04
KENTUCKY	0.18	0.09	0.05	0.26	0.05
LOUISIANA	0.09	0.13	0.12	0.48	0.04
MAINE	0.71	0.10	0.03	0.44	0.03
MARYLAND	0.45	0.11	0.05	0.35	0.05
MASSACHUSETTS	0.21	0.11	0.07	0.09	0.05
MICHIGAN	0.11	0.12	0.40	0.00	0.04
MINNESOTA	0.00	0.15	0.13	0.38	0.03
MISSISSIPPI	0.06	0.08	0.19	0.00	0.03
MISSOURI	0.06	0.09	0.06	0.26	0.04
MONTANA	0.07	0.10	0.03	0.30	0.04
NEBRASKA	0.10	0.14	0.12	0.36	0.06
NEVADA	0.13	0.09	0.07	0.18	0.03
NEW HAMPSHIRE	0.14	0.11	0.06	0.92	0.05
NEW JERSEY	0.78	0.08	0.03	0.04	0.02
NEW MEXICO	0.22	0.11	0.10	0.26	0.04
NEW YORK	0.45	0.14	0.07	0.35	0.04
NORTH CAROLINA	0.09	0.13	0.06	0.49	0.04
NORTH DAKOTA	0.00	0.06	0.08	0.20	0.04
OHIO	0.47	0.09	0.09	0.12	0.04
OKLAHOMA	0.18	0.09	0.05	0.14	0.04
OREGON	0.00	0.14	0.11	0.35	0.05
PENNSYLVANIA	0.05	0.11	0.05	0.02	0.05
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.11	0.10	0.07	0.54	0.03
SOUTH CAROLINA	0.05	0.12	0.09	0.19	0.04
SOUTH DAKOTA	0.28	0.07	0.05	0.12	0.03
TENNESSEE	0.16	0.11	0.09	0.71	0.07
TEXAS	0.08	0.12	0.12	0.53	0.05
UTAH	0.23	0.13	0.03	0.12	0.06
VERMONT	0.06	0.12	0.06	0.52	0.03
VIRGINIA	0.30	0.09	0.06	0.41	0.03
WASHINGTON	0.24	0.17	0.08	1.14	0.03
WEST VIRGINIA	0.00	0.10	0.05	0.25	0.05
WISCONSIN	0.00	0.11	0.12	0.18	0.03
WYOMING	0.00	0.13	0.11	0.47	0.04
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.16	0.11	0.11	0.27	0.04

Please see data notes for an explanation of individual State differences.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July, 1996.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA11

Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1996-97 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.04	0.00	0.02
ALASKA	0.04	0.00	0.04
ARIZONA	0.04	0.01	0.00
ARKANSAS	0.05	0.00	0.02
CALIFORNIA	0.05	0.00	0.01
COLORADO	0.02	0.01	0.02
CONNECTICUT	0.08	0.01	0.01
DELAWARE	0.10	0.02	0.00
DISTRICT OF COLUMBIA	0.07	0.00	0.01
FLORIDA	0.06	0.00	0.01
GEORGIA	0.04	0.00	0.01
HAWAII	0.04	0.00	0.01
IDAHO	0.04	0.00	0.05
ILLINOIS	0.04	0.00	0.01
INDIANA	0.08	0.00	0.02
IOWA	0.06	0.00	0.03
KANSAS	0.04	0.00	0.03
KENTUCKY	0.03	0.00	0.02
LOUISIANA	0.06	0.00	0.02
MAINE	0.06	0.00	0.03
MARYLAND	0.07	0.00	0.02
MASSACHUSETTS	0.05	0.00	0.02
MICHIGAN	0.09	0.00	0.00
MINNESOTA	0.08	0.00	0.02
MISSISSIPPI	0.03	0.00	0.01
MISSOURI	0.06	0.00	0.02
MONTANA	0.04	0.01	0.03
NEBRASKA	0.03	0.00	0.04
NEVADA	0.03	0.00	0.02
NEW HAMPSHIRE	0.04	0.00	0.01
NEW JERSEY	0.07	0.00	0.00
NEW MEXICO	0.03	0.00	0.04
NEW YORK	0.08	0.00	0.02
NORTH CAROLINA	0.09	0.00	0.02
NORTH DAKOTA	0.03	0.03	0.01
OHIO	0.01	0.00	0.01
OKLAHOMA	0.03	0.00	0.02
OREGON	0.19	0.00	0.03
PENNSYLVANIA	0.06	0.00	0.05
PUERTO RICO	.	.	.
RHODE ISLAND	0.05	0.00	0.02
SOUTH CAROLINA	0.04	0.00	0.01
SOUTH DAKOTA	0.04	0.00	0.03
TENNESSEE	0.04	0.00	0.02
TEXAS	0.06	0.00	0.01
UTAH	0.04	0.01	0.04
VERMONT	0.05	0.00	0.02
VIRGINIA	0.07	0.00	0.01
WASHINGTON	0.03	0.00	0.02
WEST VIRGINIA	0.04	0.01	0.03
WISCONSIN	0.05	0.00	0.02
WYOMING	0.04	0.00	0.06
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
50 STATES AND D.C.	0.06	0.00	0.02

Please see data notes for an explanation of individual State differences.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July, 1996.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1996-97 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	11.73	5.02	2.30	2.94	0.74
ALASKA	12.14	7.46	2.53	0.52	0.64
ARIZONA	9.26	5.44	1.77	0.77	0.62
ARKANSAS	10.06	4.55	1.77	2.53	0.09
CALIFORNIA	9.12	5.55	2.05	0.45	0.31
COLORADO	9.10	4.76	1.62	0.41	1.22
CONNECTICUT	13.24	6.80	2.33	0.69	1.87
DELAWARE	11.39	7.42	1.26	1.42	0.51
DISTRICT OF COLUMBIA	8.66	5.05	0.68	1.28	1.14
FLORIDA	12.51	5.90	3.18	1.43	1.45
GEORGIA	9.50	3.04	2.13	1.98	1.66
HAWAII	7.63	3.90	1.20	1.09	0.79
IDAHO	8.84	5.27	1.46	1.10	0.24
ILLINOIS	11.14	5.62	2.57	1.10	1.32
INDIANA	11.87	4.96	3.48	1.89	0.87
IOWA	11.80	5.62	1.55	2.46	1.59
KANSAS	9.94	4.34	2.28	1.08	0.99
KENTUCKY	10.19	3.19	2.82	2.53	0.77
LOUISIANA	9.38	4.19	1.96	1.37	0.68
MAINE	13.12	5.74	3.18	0.51	1.95
MARYLAND	10.72	4.96	3.01	0.64	0.79
MASSACHUSETTS	14.44	8.94	2.30	1.30	1.20
MICHIGAN	9.64	4.60	2.11	1.05	0.95
MINNESOTA	9.98	4.32	1.75	1.01	1.92
MISSISSIPPI	11.09	5.68	3.48	1.38	0.06
MISSOURI	11.73	6.31	2.52	1.19	0.97
MONTANA	9.74	5.49	2.08	0.75	0.65
NEBRASKA	11.51	4.89	2.94	1.71	0.91
NEVADA	9.61	6.20	1.70	0.54	0.50
NEW HAMPSHIRE	11.20	5.77	2.43	0.40	1.00
NEW JERSEY	13.65	7.57	3.64	0.29	0.91
NEW MEXICO	12.62	7.57	2.56	0.53	0.97
NEW YORK	11.56	6.59	1.64	0.48	1.44
NORTH CAROLINA	10.91	4.69	2.22	2.07	0.77
NORTH DAKOTA	9.23	4.46	2.65	0.93	0.62
OHIO	10.14	3.85	2.40	2.36	0.58
OKLAHOMA	10.78	5.79	2.32	1.53	0.46
OREGON	10.10	5.45	2.38	0.58	0.62
PENNSYLVANIA	9.32	4.80	1.96	1.24	0.85
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	14.42	8.68	2.88	0.59	1.14
SOUTH CAROLINA	12.26	5.35	2.98	2.44	0.83
SOUTH DAKOTA	8.63	4.31	2.32	0.91	0.35
TENNESSEE	12.36	6.09	2.83	1.58	0.36
TEXAS	11.41	6.84	1.86	0.59	0.93
UTAH	10.28	6.00	1.87	0.64	1.01
VERMONT	9.72	4.25	1.71	1.19	1.52
VIRGINIA	11.56	5.79	2.31	1.18	1.03
WASHINGTON	9.35	4.38	1.62	0.71	0.52
WEST VIRGINIA	13.65	6.09	3.72	2.49	0.66
WISCONSIN	9.78	4.51	1.82	1.21	1.61
WYOMING	11.33	5.72	2.99	0.60	0.95
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	10.78	5.51	2.28	1.13	0.92

Please see data notes for an explanation of individual State differences.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July, 1996.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1996-97 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.12	0.07	0.25	0.05
ALASKA	0.33	0.17	0.05	0.29	0.04
ARIZONA	0.15	0.17	0.11	0.10	0.07
ARKANSAS	0.19	0.12	0.03	0.65	0.04
CALIFORNIA	0.08	0.15	0.17	0.22	0.06
COLORADO	0.37	0.14	0.50	0.00	0.04
CONNECTICUT	0.35	0.15	0.05	0.82	0.08
DELAWARE	0.00	0.10	0.47	0.00	0.05
DISTRICT OF COLUMBIA	0.02	0.04	0.16	0.15	0.03
FLORIDA	0.00	0.11	0.20	0.11	0.04
GEORGIA	0.00	0.10	0.06	0.42	0.04
HAWAII	0.11	0.16	0.07	0.22	0.03
IDAHO	0.17	0.12	0.05	0.28	0.04
ILLINOIS	0.00	0.14	0.12	0.16	0.05
INDIANA	0.07	0.14	0.10	0.15	0.07
IOWA	0.08	0.14	0.22	0.01	0.03
KANSAS	0.33	0.12	0.09	0.59	0.05
KENTUCKY	0.22	0.11	0.06	0.35	0.06
LOUISIANA	0.10	0.16	0.15	0.62	0.05
MAINE	0.87	0.12	0.04	0.56	0.04
MARYLAND	0.53	0.13	0.06	0.44	0.05
MASSACHUSETTS	0.22	0.13	0.09	0.11	0.06
MICHIGAN	0.12	0.15	0.49	0.00	0.05
MINNESOTA	0.00	0.18	0.15	0.48	0.04
MISSISSIPPI	0.07	0.10	0.24	0.00	0.04
MISSOURI	0.07	0.11	0.07	0.33	0.04
MONTANA	0.08	0.13	0.04	0.39	0.05
NEBRASKA	0.11	0.18	0.16	0.46	0.07
NEVADA	0.14	0.11	0.09	0.23	0.03
NEW HAMPSHIRE	0.15	0.13	0.08	1.13	0.06
NEW JERSEY	0.93	0.10	0.04	0.05	0.02
NEW MEXICO	0.26	0.14	0.12	0.33	0.05
NEW YORK	0.53	0.17	0.09	0.45	0.05
NORTH CAROLINA	0.11	0.16	0.08	0.63	0.05
NORTH DAKOTA	0.00	0.07	0.10	0.25	0.05
OHIO	0.51	0.11	0.11	0.15	0.05
OKLAHOMA	0.21	0.11	0.06	0.18	0.05
OREGON	0.00	0.17	0.13	0.44	0.06
PENNSYLVANIA	0.06	0.13	0.06	0.03	0.06
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	0.13	0.12	0.08	0.67	0.04
SOUTH CAROLINA	0.05	0.15	0.11	0.25	0.05
SOUTH DAKOTA	0.32	0.09	0.07	0.15	0.04
TENNESSEE	0.17	0.14	0.12	0.91	0.09
TEXAS	0.08	0.14	0.15	0.68	0.06
UTAH	0.24	0.17	0.04	0.15	0.08
VERMONT	0.07	0.15	0.07	0.65	0.03
VIRGINIA	0.39	0.11	0.07	0.53	0.04
WASHINGTON	0.27	0.21	0.10	1.44	0.03
WEST VIRGINIA	0.00	0.12	0.07	0.34	0.06
WISCONSIN	0.00	0.13	0.15	0.22	0.04
WYOMING	0.00	0.17	0.13	0.60	0.05
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
50 STATES AND D.C.	0.19	0.14	0.13	0.34	0.05

Please see data notes for an explanation of individual State differences.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July, 1996.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA12

Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1996-97 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.05	0.00	0.02
ALASKA	0.06	0.00	0.04
ARIZONA	0.05	0.01	0.01
ARKANSAS	0.06	0.00	0.02
CALIFORNIA	0.06	0.00	0.01
COLORADO	0.02	0.01	0.02
CONNECTICUT	0.10	0.01	0.01
DELAWARE	0.12	0.03	0.00
DISTRICT OF COLUMBIA	0.09	0.01	0.01
FLORIDA	0.07	0.00	0.01
GEORGIA	0.05	0.00	0.02
HAWAII	0.05	0.00	0.02
IDAHO	0.06	0.00	0.06
ILLINOIS	0.05	0.00	0.02
INDIANA	0.10	0.00	0.03
IOWA	0.07	0.00	0.03
KANSAS	0.05	0.00	0.03
KENTUCKY	0.05	0.00	0.02
LOUISIANA	0.08	0.00	0.02
MAINE	0.08	0.00	0.04
MARYLAND	0.08	0.00	0.03
MASSACHUSETTS	0.05	0.00	0.02
MICHIGAN	0.10	0.00	0.00
MINNESOTA	0.09	0.00	0.02
MISSISSIPPI	0.04	0.00	0.01
MISSOURI	0.07	0.01	0.02
MONTANA	0.05	0.01	0.04
NEBRASKA	0.04	0.00	0.04
NEVADA	0.04	0.00	0.02
NEW HAMPSHIRE	0.04	0.00	0.02
NEW JERSEY	0.08	0.00	0.00
NEW MEXICO	0.03	0.00	0.04
NEW YORK	0.09	0.00	0.03
NORTH CAROLINA	0.11	0.00	0.02
NORTH DAKOTA	0.04	0.04	0.01
OHIO	0.01	0.00	0.01
OKLAHOMA	0.04	0.01	0.02
OREGON	0.23	0.00	0.04
PENNSYLVANIA	0.07	0.00	0.06
PUERTO RICO	.	.	.
RHODE ISLAND	0.06	0.00	0.03
SOUTH CAROLINA	0.05	0.00	0.01
SOUTH DAKOTA	0.05	0.00	0.03
TENNESSEE	0.05	0.00	0.02
TEXAS	0.08	0.00	0.01
UTAH	0.04	0.01	0.05
VERMONT	0.06	0.00	0.03
VIRGINIA	0.09	0.00	0.02
WASHINGTON	0.04	0.00	0.02
WEST VIRGINIA	0.05	0.01	0.03
WISCONSIN	0.07	0.00	0.02
WYOMING	0.05	0.00	0.07
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
PALAU	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
50 STATES AND D.C.	0.07	0.00	0.02

Please see data notes for an explanation of individual State differences.

The sum of the percentages of individual disabilities may not equal the percentage of all disabilities because of rounding.

Percentage of children served is based on U.S. Census Bureau Estimated Resident Population, by State, for July, 1996.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1996-97 School Year

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	EMOTIONAL DISTURBANCE
ALABAMA	11.38	4.87	2.23	2.85	0.71
ALASKA	11.95	7.34	2.49	0.51	0.63
ARIZONA	9.12	5.36	1.74	0.75	0.61
ARKANSAS	9.86	4.46	1.73	2.48	0.09
CALIFORNIA	9.14	5.56	2.05	0.45	0.31
COLORADO	9.08	4.75	1.61	0.41	1.21
CONNECTICUT	13.36	6.86	2.35	0.69	1.88
DELAWARE	11.93	7.78	1.32	1.49	0.54
DISTRICT OF COLUMBIA	7.39	4.31	0.58	1.09	0.98
FLORIDA	12.63	5.96	3.22	1.45	1.47
GEORGIA	9.26	2.96	2.08	1.93	1.62
HAWAII	7.94	4.06	1.25	1.13	0.82
IDAHO	8.65	5.16	1.43	1.07	0.24
ILLINOIS	11.67	5.88	2.69	1.15	1.38
INDIANA	12.12	5.07	3.55	1.93	0.89
IOWA	11.68	5.56	1.53	2.44	1.57
KANSAS	10.05	4.39	2.31	1.09	1.00
KENTUCKY	10.09	3.16	2.79	2.51	0.76
LOUISIANA	10.10	4.51	2.12	1.48	0.73
MAINE	12.74	5.57	3.08	0.49	1.90
MARYLAND	11.11	5.14	3.12	0.67	0.82
MASSACHUSETTS	14.58	9.03	2.32	1.32	1.21
MICHIGAN	9.97	4.77	2.19	1.09	0.99
MINNESOTA	10.30	4.46	1.81	1.04	1.98
MISSISSIPPI	11.22	5.75	3.52	1.39	0.06
MISSOURI	12.60	6.79	2.70	1.28	1.05
MONTANA	9.64	5.43	2.05	0.74	0.64
NEBRASKA	12.02	5.11	3.07	1.78	0.95
NEVADA	9.13	5.90	1.62	0.51	0.48
NEW HAMPSHIRE	11.74	6.05	2.55	0.41	1.05
NEW JERSEY	14.46	8.03	3.86	0.31	0.96
NEW MEXICO	12.87	7.72	2.61	0.54	0.99
NEW YORK	12.03	6.86	1.71	0.50	1.50
NORTH CAROLINA	11.02	4.74	2.25	2.09	0.78
NORTH DAKOTA	9.26	4.48	2.66	0.93	0.63
OHIO	10.62	4.04	2.52	2.47	0.61
OKLAHOMA	10.51	5.64	2.26	1.49	0.45
OREGON	10.37	5.60	2.44	0.59	0.63
PENNSYLVANIA	10.15	5.23	2.13	1.35	0.93
PUERTO RICO	6.27	2.89	0.69	1.90	0.14
RHODE ISLAND	15.09	9.09	3.01	0.62	1.20
SOUTH CAROLINA	11.88	5.18	2.88	2.37	0.81
SOUTH DAKOTA	8.58	4.28	2.31	0.90	0.35
TENNESSEE	12.24	6.03	2.80	1.56	0.36
TEXAS	10.65	6.37	1.73	0.55	0.87
UTAH	9.76	5.69	1.78	0.60	0.96
VERMONT	9.41	4.12	1.65	1.15	1.47
VIRGINIA	11.41	5.71	2.28	1.17	1.02
WASHINGTON	9.33	4.37	1.62	0.71	0.52
WEST VIRGINIA	13.16	5.88	3.59	2.41	0.64
WISCONSIN	10.33	4.76	1.92	1.28	1.70
WYOMING	10.93	5.52	2.88	0.58	0.92
AMERICAN SAMOA	2.14	1.65	0.11	0.18	0.01
GUAM	4.80	3.61	0.48	0.29	0.02
NORTHERN MARIANAS	3.03	1.78	0.15	0.33	0.04
PALAU	.	.	.	.	.
VIRGIN ISLANDS	5.34	1.96	0.90	1.85	0.16
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	10.84	5.54	2.28	1.16	0.92
50 STATES, D.C. & P.R.	10.83	5.53	2.28	1.16	0.92

Please see data notes for an explanation of individual State differences.

The sum of the percentages of individual disabilites may not equal the percentage of all disabilites because of rounding.

Percentage of children served is based on 1996-1997 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1996-97 School Year

STATE	MULTIPLE DISABILITIES	HEARING IMPAIRMENTS	ORTHOPEDIC IMPAIRMENTS	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS
ALABAMA	0.16	0.12	0.07	0.24	0.05
ALASKA	0.32	0.17	0.05	0.29	0.04
ARIZONA	0.15	0.17	0.11	0.10	0.07
ARKANSAS	0.18	0.12	0.03	0.64	0.04
CALIFORNIA	0.08	0.15	0.17	0.22	0.06
COLORADO	0.37	0.14	0.50	0.00	0.04
CONNECTICUT	0.35	0.15	0.05	0.83	0.08
DELAWARE	0.00	0.10	0.49	0.00	0.05
DISTRICT OF COLUMBIA	0.02	0.03	0.14	0.13	0.03
FLORIDA	0.00	0.11	0.20	0.11	0.04
GEORGIA	0.00	0.09	0.06	0.41	0.04
HAWAII	0.12	0.16	0.07	0.23	0.03
IDAHO	0.16	0.12	0.05	0.27	0.04
ILLINOIS	0.00	0.15	0.12	0.16	0.06
INDIANA	0.08	0.14	0.10	0.15	0.07
IOWA	0.08	0.14	0.21	0.01	0.03
KANSAS	0.33	0.12	0.09	0.60	0.05
KENTUCKY	0.22	0.11	0.06	0.35	0.06
LOUISIANA	0.10	0.17	0.16	0.67	0.06
MAINE	0.84	0.12	0.04	0.54	0.04
MARYLAND	0.55	0.14	0.06	0.46	0.06
MASSACHUSETTS	0.23	0.13	0.09	0.11	0.06
MICHIGAN	0.12	0.16	0.51	0.00	0.05
MINNESOTA	0.00	0.19	0.16	0.50	0.04
MISSISSIPPI	0.07	0.10	0.24	0.00	0.04
MISSOURI	0.08	0.12	0.08	0.36	0.05
MONTANA	0.08	0.12	0.04	0.38	0.05
NEBRASKA	0.12	0.19	0.16	0.48	0.07
NEVADA	0.13	0.10	0.08	0.21	0.03
NEW HAMPSHIRE	0.15	0.13	0.08	1.18	0.06
NEW JERSEY	0.99	0.10	0.05	0.05	0.03
NEW MEXICO	0.27	0.14	0.13	0.34	0.05
NEW YORK	0.55	0.17	0.10	0.47	0.05
NORTH CAROLINA	0.11	0.16	0.08	0.64	0.05
NORTH DAKOTA	0.00	0.08	0.10	0.25	0.05
OHIO	0.53	0.12	0.12	0.15	0.05
OKLAHOMA	0.21	0.11	0.06	0.17	0.05
OREGON	0.00	0.17	0.14	0.45	0.07
PENNSYLVANIA	0.06	0.15	0.06	0.03	0.07
PUERTO RICO	0.17	0.13	0.08	0.14	0.08
RHODE ISLAND	0.14	0.12	0.09	0.70	0.04
SOUTH CAROLINA	0.05	0.14	0.10	0.24	0.05
SOUTH DAKOTA	0.32	0.09	0.07	0.15	0.04
TENNESSEE	0.17	0.14	0.12	0.91	0.09
TEXAS	0.08	0.14	0.14	0.63	0.05
UTAH	0.23	0.16	0.03	0.14	0.07
VERMONT	0.06	0.14	0.07	0.63	0.03
VIRGINIA	0.38	0.11	0.07	0.53	0.04
WASHINGTON	0.27	0.21	0.10	1.44	0.03
WEST VIRGINIA	0.00	0.12	0.07	0.33	0.06
WISCONSIN	0.00	0.14	0.15	0.23	0.04
WYOMING	0.00	0.17	0.13	0.58	0.05
AMERICAN SAMOA	0.11	0.05	0.00	0.01	0.02
GUAM	0.14	0.09	0.03	0.09	0.04
NORTHERN MARIANAS	0.36	0.10	0.15	0.08	0.01
PALAU	.	.	.	.	.
VIRGIN ISLANDS	0.09	0.09	0.01	0.17	0.03
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND OUTLYING AREAS	0.19	0.14	0.14	0.34	0.05
50 STATES, D.C. & P.R.	0.19	0.14	0.14	0.34	0.05

Please see data notes for an explanation of individual State differences.

The sum of the percentages of individual disabilites may not equal the percentage of all disabilites because of rounding.

Percentage of children served is based on 1996-1997 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA13

Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1996-97 School Year

STATE	AUTISM	DEAF-BLINDNESS	TRAUMATIC BRAIN INJURY
ALABAMA	0.04	0.00	0.02
ALASKA	0.05	0.00	0.04
ARIZONA	0.05	0.01	0.01
ARKANSAS	0.06	0.00	0.02
CALIFORNIA	0.06	0.00	0.01
COLORADO	0.02	0.01	0.02
CONNECTICUT	0.10	0.01	0.01
DELAWARE	0.13	0.03	0.00
DISTRICT OF COLUMBIA	0.07	0.01	0.01
FLORIDA	0.07	0.00	0.01
GEORGIA	0.05	0.00	0.02
HAWAII	0.05	0.00	0.02
IDAHO	0.05	0.00	0.06
ILLINOIS	0.05	0.00	0.02
INDIANA	0.10	0.00	0.03
IOWA	0.07	0.00	0.03
KANSAS	0.05	0.00	0.03
KENTUCKY	0.05	0.00	0.02
LOUISIANA	0.08	0.00	0.03
MAINE	0.07	0.00	0.04
MARYLAND	0.08	0.00	0.03
MASSACHUSETTS	0.05	0.00	0.02
MICHIGAN	0.11	0.00	0.00
MINNESOTA	0.10	0.00	0.02
MISSISSIPPI	0.04	0.00	0.01
MISSOURI	0.07	0.01	0.03
MONTANA	0.05	0.01	0.04
NEBRASKA	0.05	0.00	0.04
NEVADA	0.04	0.00	0.02
NEW HAMPSHIRE	0.05	0.00	0.02
NEW JERSEY	0.08	0.00	0.00
NEW MEXICO	0.03	0.00	0.05
NEW YORK	0.10	0.00	0.03
NORTH CAROLINA	0.11	0.00	0.02
NORTH DAKOTA	0.04	0.04	0.01
OHIO	0.02	0.00	0.01
OKLAHOMA	0.04	0.01	0.02
OREGON	0.24	0.00	0.04
PENNSYLVANIA	0.08	0.00	0.07
PUERTO RICO	0.05	0.00	0.00
RHODE ISLAND	0.06	0.00	0.03
SOUTH CAROLINA	0.04	0.00	0.01
SOUTH DAKOTA	0.05	0.00	0.03
TENNESSEE	0.05	0.00	0.02
TEXAS	0.07	0.00	0.01
UTAH	0.04	0.01	0.05
VERMONT	0.06	0.00	0.03
VIRGINIA	0.09	0.00	0.02
WASHINGTON	0.04	0.00	0.02
WEST VIRGINIA	0.05	0.01	0.03
WISCONSIN	0.07	0.00	0.02
WYOMING	0.04	0.00	0.07
AMERICAN SAMOA	0.00	0.01	0.00
GUAM	0.01	0.00	0.01
NORTHERN MARIANAS	0.01	0.02	0.00
PALAU	.	.	.
VIRGIN ISLANDS	0.03	0.03	0.01
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND OUTLYING AREAS	0.07	0.00	0.02
50 STATES, D.C. & P.R.	0.07	0.00	0.02

Please see data notes for an explanation of individual State differences.

The sum of the percentages of individual disabilites may not equal the percentage of all disabilites because of rounding.

Percentage of children served is based on 1996-1997 enrollment counts from NCES. These counts include individuals with and without disabilities, in pre-kindergarten through grade 12.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AA14

Number of Children Served Under IDEA by Disability and Age Group During the 1987-88 Through 1996-97 School Years

AGE GROUPS 0-2, 3-5

	1987-88	1988-89	1989-90	1990-91	1991-92
AGE GROUP 0-2	29,717	34,270	37,014	50,924	145,313
AGE GROUP 3-5	335,771	360,281	385,587	394,766	420,403

AGE GROUP 6-11

DISABILITY	1987-88	1988-89	1989-90	1990-91	1991-92
SPECIFIC LEARNING DISABILITIES	811,250	850,907	881,858	922,444	960,876
SPEECH OR LANGUAGE IMPAIRMENTS	838,315	853,599	863,302	875,618	882,392
MENTAL RETARDATION	215,267	216,428	216,136	214,884	218,247
EMOTIONAL DISTURBANCE	131,020	134,661	137,405	140,172	141,708
MULTIPLE DISABILITIES	38,742	42,151	43,966	50,595	50,124
HEARING IMPAIRMENTS	26,848	28,022	28,397	29,013	29,780
ORTHOPEDIC IMPAIRMENTS	23,806	24,520	25,491	26,457	27,773
OTHER HEALTH IMPAIRMENTS	21,271	23,949	25,955	28,297	29,292
VISUAL IMPAIRMENTS	10,414	10,623	10,956	11,347	11,635
AUTISM	.	.	.	.	3,046
DEAF-BLINDNESS	593	647	684	651	608
TRAUMATIC BRAIN INJURY	.	.	.	.	79
ALL DISABILITIES	2,117,526	2,185,507	2,234,150	2,299,478	2,355,560

AGE GROUP 12-17

DISABILITY	1987-88	1988-89	1989-90	1990-91	1991-92
SPECIFIC LEARNING DISABILITIES	1,036,628	1,042,348	1,073,453	1,115,445	1,176,035
SPEECH OR LANGUAGE IMPAIRMENTS	111,014	105,969	106,604	108,144	112,136
MENTAL RETARDATION	302,549	281,861	271,228	264,624	266,240
EMOTIONAL DISTURBANCE	220,761	217,703	222,543	229,093	236,431
MULTIPLE DISABILITIES	30,202	30,925	32,042	35,014	36,210
HEARING IMPAIRMENTS	25,029	24,378	24,829	25,622	26,335
ORTHOPEDIC IMPAIRMENTS	18,942	18,430	18,392	18,812	19,593
OTHER HEALTH IMPAIRMENTS	21,390	22,466	22,962	24,177	25,701
VISUAL IMPAIRMENTS	10,546	10,124	9,980	10,350	10,530
AUTISM	.	.	.	.	1,749
DEAF-BLINDNESS	552	525	624	587	594
TRAUMATIC BRAIN INJURY	.	.	.	.	127
ALL DISABILITIES	1,777,613	1,754,729	1,782,657	1,831,868	1,911,681

AGE GROUP 18-21

DISABILITY	1987-88	1988-89	1989-90	1990-91	1991-92
SPECIFIC LEARNING DISABILITIES	94,426	101,931	106,765	106,128	110,093
SPEECH OR LANGUAGE IMPAIRMENTS	4,239	5,817	4,350	4,016	4,376
MENTAL RETARDATION	80,954	78,382	76,538	71,949	68,775
EMOTIONAL DISTURBANCE	20,599	20,838	21,691	21,499	22,072
MULTIPLE DISABILITIES	10,079	11,404	11,949	12,020	12,074
HEARING IMPAIRMENTS	4,995	4,717	4,680	4,576	4,612
ORTHOPEDIC IMPAIRMENTS	4,218	4,245	4,167	4,071	4,023
OTHER HEALTH IMPAIRMENTS	3,395	3,906	3,816	3,875	3,756
VISUAL IMPAIRMENTS	1,861	1,714	1,930	1,985	1,918
AUTISM	.	.	.	.	620
DEAF-BLINDNESS	309	322	325	286	225
TRAUMATIC BRAIN INJURY	.	.	.	.	39
ALL DISABILITIES	225,075	233,276	236,211	230,405	232,583

Data from the 1987-88 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and H. Infants and toddlers were first served under Part H in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part H are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AA14

Number of Children Served Under IDEA by Disability and Age Group During the 1987-88 Through 1996-97 School Years

AGE GROUPS 0-2, 3-5

	1992-93	1993-94	1994-95	1995-96	1996-97
AGE GROUP 0-2	145,179	152,287	165,351	177,286	187,348
AGE GROUP 3-5	455,449	491,685	522,709	548,593	559,902

AGE GROUP 6-11

DISABILITY	1992-93	1993-94	1994-95	1995-96	1996-97
SPECIFIC LEARNING DISABILITIES	997,580	1,009,541	1,041,816	1,073,215	1,094,263
SPEECH OR LANGUAGE IMPAIRMENTS	888,935	900,962	905,223	910,788	930,814
MENTAL RETARDATION	209,487	220,301	229,453	235,490	239,310
EMOTIONAL DISTURBANCE	137,269	140,603	144,595	147,368	150,446
MULTIPLE DISABILITIES	52,472	55,073	43,889	46,150	48,559
HEARING IMPAIRMENTS	29,363	31,178	31,464	32,501	32,911
ORTHOPEDIC IMPAIRMENTS	29,138	31,644	33,521	34,530	35,624
OTHER HEALTH IMPAIRMENTS	33,487	43,493	56,856	71,649	84,433
VISUAL IMPAIRMENTS	11,210	11,723	11,557	11,870	11,873
AUTISM	8,914	11,158	13,716	17,666	21,465
DEAF-BLINDNESS	554	564	524	547	528
TRAUMATIC BRAIN INJURY	1,507	2,111	2,871	3,929	4,059
ALL DISABILITIES	2,399,916	2,458,351	2,515,485	2,585,703	2,654,285

AGE GROUP 12-17

DISABILITY	1992-93	1993-94	1994-95	1995-96	1996-97
SPECIFIC LEARNING DISABILITIES	1,252,188	1,296,829	1,347,294	1,398,602	1,448,625
SPEECH OR LANGUAGE IMPAIRMENTS	104,904	112,581	110,859	111,833	115,696
MENTAL RETARDATION	258,619	269,321	279,214	286,953	291,864
EMOTIONAL DISTURBANCE	242,319	251,524	260,891	267,786	272,002
MULTIPLE DISABILITIES	38,368	42,083	34,231	36,365	38,858
HEARING IMPAIRMENTS	26,966	29,037	29,545	30,983	31,246
ORTHOPEDIC IMPAIRMENTS	19,594	21,321	23,069	24,591	26,528
OTHER HEALTH IMPAIRMENTS	29,150	35,886	46,054	57,714	70,976
VISUAL IMPAIRMENTS	10,641	11,357	11,445	11,864	12,098
AUTISM	4,893	5,832	6,760	8,796	10,010
DEAF-BLINDNESS	599	585	600	619	566
TRAUMATIC BRAIN INJURY	1,844	2,559	3,486	4,558	5,127
ALL DISABILITIES	1,990,085	2,078,915	2,153,448	2,240,664	2,323,596

AGE GROUP 18-21

DISABILITY	1992-93	1993-94	1994-95	1995-96	1996-97
SPECIFIC LEARNING DISABILITIES	116,719	121,295	121,114	130,087	133,411
SPEECH OR LANGUAGE IMPAIRMENTS	4,210	4,442	4,248	4,263	4,465
MENTAL RETARDATION	64,256	64,197	61,850	63,132	62,851
EMOTIONAL DISTURBANCE	22,064	22,824	22,563	24,011	24,978
MULTIPLE DISABILITIES	12,439	12,561	11,500	12,020	12,221
HEARING IMPAIRMENTS	4,287	4,450	4,195	4,555	4,609
ORTHOPEDIC IMPAIRMENTS	3,856	3,887	3,877	4,035	4,248
OTHER HEALTH IMPAIRMENTS	3,426	3,700	4,223	4,798	5,415
VISUAL IMPAIRMENTS	1,693	1,724	1,711	1,756	1,863
AUTISM	1,773	2,068	2,188	2,614	2,626
DEAF-BLINDNESS	241	220	207	221	192
TRAUMATIC BRAIN INJURY	609	725	902	1,092	1,192
ALL DISABILITIES	235,573	242,093	238,578	252,584	258,071

Data from the 1987-88 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and H. Infants and toddlers were first served under Part H in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part H are included in the totals presented only for 1991-92 forward.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

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Table AA14

Number of Children Served Under IDEA by Disability and Age Group During the 1987-88 Through 1996-97 School Years

AGE GROUP 6-21

DISABILITY	1987-88	1988-89	1989-90	1990-91	1991-92
SPECIFIC LEARNING DISABILITIES	1,942,304	1,995,186	2,062,076	2,144,017	2,247,004
SPEECH OR LANGUAGE IMPAIRMENTS	953,568	965,385	974,256	987,778	998,904
MENTAL RETARDATION	598,770	576,671	563,902	551,457	553,262
EMOTIONAL DISTURBANCE	372,380	373,202	381,639	390,764	400,211
MULTIPLE DISABILITIES	79,023	84,480	87,957	97,629	98,408
HEARING IMPAIRMENTS	56,872	57,117	57,906	59,211	60,727
ORTHOPEDIC IMPAIRMENTS	46,966	47,195	48,050	49,340	51,389
OTHER HEALTH IMPAIRMENTS	46,056	50,321	52,733	56,349	58,749
VISUAL IMPAIRMENTS	22,821	22,461	22,866	23,682	24,083
AUTISM	.	.	.	.	5,415
DEAF-BLINDNESS	1,454	1,494	1,633	1,524	1,427
TRAUMATIC BRAIN INJURY	.	.	.	.	245
ALL DISABILITIES	4,120,214	4,173,512	4,253,018	4,361,751	4,499,824

AGE GROUP 6-21

DISABILITY	1992-93	1993-94	1994-95	1995-96	1996-97
SPECIFIC LEARNING DISABILITIES	2,366,487	2,427,665	2,510,224	2,601,904	2,676,299
SPEECH OR LANGUAGE IMPAIRMENTS	998,049	1,017,985	1,020,330	1,026,884	1,050,975
MENTAL RETARDATION	532,362	553,819	570,517	585,575	594,025
EMOTIONAL DISTURBANCE	401,652	414,951	428,049	439,165	447,426
MULTIPLE DISABILITIES	103,279	109,717	89,620	94,535	99,638
HEARING IMPAIRMENTS	60,616	64,665	65,204	68,039	68,766
ORTHOPEDIC IMPAIRMENTS	52,588	56,852	60,467	63,156	66,400
OTHER HEALTH IMPAIRMENTS	66,063	83,079	107,133	134,161	160,824
VISUAL IMPAIRMENTS	23,544	24,804	24,713	25,490	25,834
AUTISM	15,580	19,058	22,664	29,076	34,101
DEAF-BLINDNESS	1,394	1,369	1,331	1,387	1,286
TRAUMATIC BRAIN INJURY	3,960	5,395	7,259	9,579	10,378
ALL DISABILITIES	4,625,574	4,779,359	4,907,511	5,078,951	5,235,952

Data from the 1987-88 through 1993-94 for all age groups include children with disabilities served under Chapter 1 of ESEA (SOP). Beginning in 1994-95, all services to children and youth with disabilities were provided only through IDEA, Parts B and H. Infants and toddlers were first served under Part H in 1987-88; however, the data collection was unreliable in the early years of the program. Consequently, counts of children served under Part H are included in the totals presented only for 1991-92 forward..

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB1

Number of Children Ages 3-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	43,302	37,634	14,844	1,182	102	477	171	433
ALASKA	9,006	5,459	2,008	13	30	4	40	9
ARIZONA	34,149	25,119	14,418	1,082	668	403	140	142
ARKANSAS	21,754	21,152	8,097	191	1,519	0	545	622
CALIFORNIA	296,261	107,439	140,202	7,681	9,228	1,075	1,257	2,527
COLORADO	48,904	10,825	7,120	1,112	194	387	607	570
CONNECTICUT	43,050	14,529	14,577	1,190	1,668	26	727	222
DELAWARE	4,301	9,069	1,422	713	8	11	22	78
DISTRICT OF COLUMBIA	1,357	1,450	2,582	831	833	0	0	0
FLORIDA	117,668	69,204	96,708	6,345	864	1,223	1	1,944
GEORGIA	53,668	44,177	34,687	1,042	66	985	97	310
HAWAII	7,518	5,557	4,136	69	45	22	24	180
IDAHO	15,581	5,437	1,829	840	23	139	42	74
ILLINOIS	79,398	87,208	72,339	10,652	4,824	953	772	1,281
INDIANA	77,323	17,805	35,710	1,663	43	598	306	514
IOWA	39,829	17,081	6,613	1,468	.	563	238	151
KANSAS	32,228	11,430	8,829	867	124	284	97	182
KENTUCKY	45,629	25,212	10,692	360	219	401	46	330
LOUISIANA	32,292	16,969	38,827	1,018	99	1,123	77	654
MAINE	16,641	9,809	3,382	332	987	16	205	498
MARYLAND	44,048	25,596	23,010	3,886	2,443	642	572	507
MASSACHUSETTS	105,838	20,131	21,819	2,595	4,595	.	1,096	1,122
MICHIGAN	87,135	45,431	41,877	10,286	.	323	170	3,508
MINNESOTA	61,171	21,537	8,971	4,845	345	646	326	478
MISSISSIPPI	25,366	22,630	16,978	658	134	401	20	515
MISSOURI	59,587	35,688	22,978	1,479	748	452	192	539
MONTANA	9,983	5,923	1,855	191	54	110	114	78
NEBRASKA	22,814	8,803	5,239	822	65	111	58	1,289
NEVADA	12,110	10,380	4,807	767	2	31	10	95
NEW HAMPSHIRE	13,269	5,721	4,614	648	324	75	361	200
NEW JERSEY	89,996	47,635	39,090	7,629	10,228	737	126	1,271
NEW MEXICO	16,487	13,441	16,762	155	5	394	24	294
NEW YORK	149,865	46,098	123,529	26,729	7,581	989	1,819	2,027
NORTH CAROLINA	86,211	30,377	25,474	2,223	722	947	178	711
NORTH DAKOTA	9,318	1,675	957	189	35	51	67	57
OHIO	130,849	51,566	34,988	4,541	0	932	0	4,753
OKLAHOMA	35,309	24,353	10,642	596	117	338	57	314
OREGON	41,320	10,362	4,225	729	750	234	126	419
PENNSYLVANIA	80,865	59,627	60,758	3,535	3,339	1,282	552	1,753
PUERTO RICO	3,870	22,873	11,687	1,617	930	147	37	1,209
RHODE ISLAND	12,545	4,692	6,414	181	597	160	326	157
SOUTH CAROLINA	33,665	30,243	20,289	1,009	69	.	29	514
SOUTH DAKOTA	9,105	3,808	2,064	72	120	100	222	21
TENNESSEE	62,256	38,258	21,864	1,011	771	409	479	1,408
TEXAS	123,962	205,929	100,182	3,764	65	847	13	4,918
UTAH	21,182	18,133	10,148	1,479	0	779	0	161
VERMONT	9,295	689	571	110	131	10	183	257
VIRGINIA	53,479	44,445	38,960	1,223	961	1,027	297	1,367
WASHINGTON	53,269	30,905	19,857	1,445	339	310	34	387
WEST VIRGINIA	21,092	16,542	8,113	136	3	219	11	371
WISCONSIN	40,044	40,285	24,275	1,053	56	456	27	218
WYOMING	6,426	3,727	900	36	30	121	58	28
AMERICAN SAMOA	246	58	56	0	0	0	0	0
GUAM	662	676	516	15	1	0	8	7
NORTHERN MARIANAS	202	74	34	0	0	0	1	6
PALAU	27	58	23	4	0	0	0	8
VIRGIN ISLANDS	278	57	1,513	0	0	0	24	15
BUR. OF INDIAN AFFAIRS	3,071	3,282	951	37	0	12	24	14
U.S. AND OUTLYING AREAS	2,556,076	1,494,273	1,256,012	124,346	57,104	21,982	13,055	41,717
50 STATES, D.C. & P.R.	2,551,590	1,490,068	1,252,919	124,290	57,103	21,970	12,998	41,667

Please see data notes for an explanation of individual State differences.

The number of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB1

Number of Children Ages 3-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

	NUMBER	
STATE	CORRECTIONAL FACILITY	PRIVATE SCHOOLS NOT PLACED
ALABAMA	45	382
ALASKA	67	0
ARIZONA	108	437
ARKANSAS	11	60
CALIFORNIA	2,852	701
COLORADO	261	0
CONNECTICUT	364	1,322
DELAWARE	112	0
DISTRICT OF COLUMBIA	7	0
FLORIDA	1,437	.
GEORGIA	10	531
HAWAII	294	83
IDAHO	37	61
ILLINOIS	496	2,754
INDIANA	230	3,494
IOWA	78	1,046
KANSAS	158	464
KENTUCKY	187	1,290
LOUISIANA	235	1,652
MAINE	114	.
MARYLAND	330	339
MASSACHUSETTS	197	.
MICHIGAN	305	2,513
MINNESOTA	55	.
MISSISSIPPI	0	0
MISSOURI	532	2,305
MONTANA	28	26
NEBRASKA	74	1,314
NEVADA	135	35
NEW HAMPSHIRE	51	49
NEW JERSEY	531	13,425
NEW MEXICO	15	268
NEW YORK	949	8,880
NORTH CAROLINA	234	1,109
NORTH DAKOTA	6	0
OHIO	642	9,959
OKLAHOMA	104	89
OREGON	211	.
PENNSYLVANIA	558	565
PUERTO RICO	67	300
RHODE ISLAND	160	418
SOUTH CAROLINA	332	199
SOUTH DAKOTA	2	113
TENNESSEE	243	155
TEXAS	677	1,063
UTAH	87	0
VERMONT	3	43
VIRGINIA	575	363
WASHINGTON	209	510
WEST VIRGINIA	49	218
WISCONSIN	430	1,114
WYOMING	.	.
AMERICAN SAMOA	0	0
GUAM	5	29
NORTHERN MARIANAS	1	12
PALAU	0	0
VIRGIN ISLANDS	.	3
BUR. OF INDIAN AFFAIRS	4	0
U.S. AND OUTLYING AREAS	14,904	59,693
50 STATES, D.C. & P.R.	14,894	59,649

Please see data notes for an explanation of individual State differences.

The number of students served in correctional facilities and in private schools not placed or referred by public agencies are duplicate counts. These students are also reported as being served in one of the other eight educational environments.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB1

Percentage of Children Ages 3-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	44.12	38.35	15.12	1.20	0.10	0.49	0.17	0.44
ALASKA	54.35	32.95	12.12	0.08	0.18	0.02	0.24	0.05
ARIZONA	44.86	33.00	18.94	1.42	0.88	0.53	0.18	0.19
ARKANSAS	40.37	39.26	15.03	0.35	2.82	0.00	1.01	1.15
CALIFORNIA	52.37	18.99	24.79	1.36	1.63	0.19	0.22	0.45
COLORADO	70.14	15.53	10.21	1.59	0.28	0.56	0.87	0.82
CONNECTICUT	56.65	19.12	19.18	1.57	2.20	0.03	0.96	0.29
DELAWARE	27.53	58.05	9.10	4.56	0.05	0.07	0.14	0.50
DISTRICT OF COLUMBIA	19.24	20.56	36.61	11.78	11.81	0.00	0.00	0.00
FLORIDA	40.03	23.54	32.90	2.16	0.29	0.42	0.00	0.66
GEORGIA	39.74	32.72	25.69	0.77	0.05	0.73	0.07	0.23
HAWAII	42.84	31.66	23.57	0.39	0.26	0.13	0.14	1.03
IDAHO	65.02	22.69	7.63	3.51	0.10	0.58	0.18	0.31
ILLINOIS	30.84	33.88	28.10	4.14	1.87	0.37	0.30	0.50
INDIANA	57.72	13.29	26.66	1.24	0.03	0.45	0.23	0.38
IOWA	60.40	25.90	10.03	2.23	.	0.85	0.36	0.23
KANSAS	59.64	21.15	16.34	1.60	0.23	0.53	0.18	0.34
KENTUCKY	55.05	30.42	12.90	0.43	0.26	0.48	0.06	0.40
LOUISIANA	35.46	18.64	42.64	1.12	0.11	1.23	0.08	0.72
MAINE	52.22	30.78	10.61	1.04	3.10	0.05	0.64	1.56
MARYLAND	43.74	25.42	22.85	3.86	2.43	0.64	0.57	0.50
MASSACHUSETTS	67.33	12.81	13.88	1.65	2.92	.	0.70	0.71
MICHIGAN	46.17	24.07	22.19	5.45	.	0.17	0.09	1.86
MINNESOTA	62.22	21.91	9.12	4.93	0.35	0.66	0.33	0.49
MISSISSIPPI	38.03	33.93	25.45	0.99	0.20	0.60	0.03	0.77
MISSOURI	48.98	29.33	18.89	1.22	0.61	0.37	0.16	0.44
MONTANA	54.53	32.35	10.13	1.04	0.29	0.60	0.62	0.43
NEBRASKA	58.20	22.46	13.36	2.10	0.17	0.28	0.15	3.29
NEVADA	42.94	36.81	17.04	2.72	0.01	0.11	0.04	0.34
NEW HAMPSHIRE	52.63	22.69	18.30	2.57	1.29	0.30	1.43	0.79
NEW JERSEY	45.75	24.22	19.87	3.88	5.20	0.37	0.06	0.65
NEW MEXICO	34.66	28.26	35.24	0.33	0.01	0.83	0.05	0.62
NEW YORK	41.79	12.85	34.44	7.45	2.11	0.28	0.51	0.57
NORTH CAROLINA	58.71	20.69	17.35	1.51	0.49	0.64	0.12	0.48
NORTH DAKOTA	75.46	13.56	7.75	1.53	0.28	0.41	0.54	0.46
OHIO	57.48	22.65	15.37	1.99	0.00	0.41	0.00	2.09
OKLAHOMA	49.23	33.95	14.84	0.83	0.16	0.47	0.08	0.44
OREGON	71.04	17.81	7.26	1.25	1.29	0.40	0.22	0.72
PENNSYLVANIA	38.20	28.16	28.70	1.67	1.58	0.61	0.26	0.83
PUERTO RICO	9.13	53.98	27.58	3.82	2.19	0.35	0.09	2.85
RHODE ISLAND	50.04	18.71	25.58	0.72	2.38	0.64	1.30	0.63
SOUTH CAROLINA	39.23	35.24	23.64	1.18	0.08	.	0.03	0.60
SOUTH DAKOTA	58.70	24.55	13.31	0.46	0.77	0.64	1.43	0.14
TENNESSEE	49.23	30.25	17.29	0.80	0.61	0.32	0.38	1.11
TEXAS	28.19	46.84	22.79	0.86	0.01	0.19	0.00	1.12
UTAH	40.83	34.95	19.56	2.85	0.00	1.50	0.00	0.31
VERMONT	82.65	6.13	5.08	0.98	1.16	0.09	1.63	2.29
VIRGINIA	37.73	31.35	27.48	0.86	0.68	0.72	0.21	0.96
WASHINGTON	50.00	29.01	18.64	1.36	0.32	0.29	0.03	0.36
WEST VIRGINIA	45.37	35.58	17.45	0.29	0.01	0.47	0.02	0.80
WISCONSIN	37.63	37.86	22.81	0.99	0.05	0.43	0.03	0.20
WYOMING	56.74	32.91	7.95	0.32	0.26	1.07	0.51	0.25
AMERICAN SAMOA	68.33	16.11	15.56	0.00	0.00	0.00	0.00	0.00
GUAM	35.12	35.86	27.37	0.80	0.05	0.00	0.42	0.37
NORTHERN MARIANAS	63.72	23.34	10.73	0.00	0.00	0.00	0.32	1.89
PALAU	22.50	48.33	19.17	3.33	0.00	0.00	0.00	6.67
VIRGIN ISLANDS	14.73	3.02	80.18	0.00	0.00	0.00	1.27	0.79
BUR. OF INDIAN AFFAIRS	41.55	44.41	12.87	0.50	0.00	0.16	0.32	0.19
U.S. AND OUTLYING AREAS	45.93	26.85	22.57	2.23	1.03	0.40	0.23	0.75
50 STATES, D.C. & P.R.	45.95	26.84	22.56	2.24	1.03	0.40	0.23	0.75

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	36,262	36,859	14,419	1,072	69	455	159	282
ALASKA	8,645	4,393	1,733	13	12	4	40	9
ARIZONA	30,858	22,984	12,254	961	591	298	140	142
ARKANSAS	18,457	20,016	6,585	164	379	0	527	232
CALIFORNIA	267,974	104,684	118,952	5,738	8,935	1,017	1,240	2,335
COLORADO	44,909	9,729	5,440	949	194	384	604	364
CONNECTICUT	39,325	14,038	11,674	1,095	1,574	26	725	194
DELAWARE	3,419	8,434	1,165	591	5	11	22	72
DISTRICT OF COLUMBIA	1,146	1,423	2,568	774	755	0	0	0
FLORIDA	93,606	66,687	85,635	5,735	559	1,202	1	1,753
GEORGIA	46,968	40,602	32,213	785	10	968	89	83
HAWAII	7,244	5,496	3,210	63	45	22	24	180
IDAHO	14,195	4,626	1,529	107	21	130	39	57
ILLINOIS	67,322	86,261	62,182	8,754	4,646	937	772	1,121
INDIANA	72,402	17,189	29,418	1,339	43	596	306	408
IOWA	36,412	16,607	5,054	1,188	.	550	234	60
KANSAS	29,287	11,195	5,885	842	105	284	96	179
KENTUCKY	32,488	24,371	10,323	206	123	391	45	259
LOUISIANA	27,900	16,446	34,458	771	99	1,099	77	621
MAINE	14,895	9,568	3,169	188	191	16	204	86
MARYLAND	39,523	23,702	20,943	3,342	2,220	586	572	330
MASSACHUSETTS	93,294	19,775	20,663	2,570	4,527	.	1,095	1,031
MICHIGAN	81,666	44,858	35,889	7,133	.	314	170	460
MINNESOTA	56,761	19,188	6,845	3,255	332	634	326	197
MISSISSIPPI	21,058	22,189	15,574	352	75	384	20	403
MISSOURI	57,272	33,241	20,351	1,471	661	450	192	530
MONTANA	8,949	5,620	1,507	161	24	101	112	73
NEBRASKA	22,071	8,698	4,263	381	57	107	57	263
NEVADA	11,007	10,274	2,993	635	2	31	10	84
NEW HAMPSHIRE	12,146	5,575	3,945	549	309	75	355	88
NEW JERSEY	83,109	45,445	33,752	6,399	9,401	719	126	1,202
NEW MEXICO	14,650	13,204	14,520	20	3	372	24	206
NEW YORK	142,317	45,327	117,800	25,536	7,051	971	1,790	1,976
NORTH CAROLINA	74,631	29,583	22,603	1,596	329	809	147	474
NORTH DAKOTA	8,751	1,598	636	31	21	49	64	30
OHIO	123,849	49,990	28,126	4,089	0	910	0	2,361
OKLAHOMA	32,446	23,954	8,858	409	105	319	44	279
OREGON	38,290	10,086	3,081	483	570	233	124	253
PENNSYLVANIA	72,392	57,942	51,961	3,475	2,979	1,269	535	478
PUERTO RICO	2,260	22,283	10,867	1,493	796	129	37	960
RHODE ISLAND	11,500	4,357	5,607	168	468	160	325	154
SOUTH CAROLINA	25,830	29,715	18,717	858	30	0	29	326
SOUTH DAKOTA	8,590	3,312	916	69	116	98	214	21
TENNESSEE	54,976	37,178	20,278	913	704	409	479	1,368
TEXAS	107,569	204,591	88,614	3,447	55	847	13	4,670
UTAH	19,329	16,655	9,247	1,243	0	779	0	157
VERMONT	8,516	663	382	83	104	10	183	90
VIRGINIA	47,755	43,578	33,650	935	886	1,008	296	367
WASHINGTON	48,792	29,024	14,869	683	205	295	29	279
WEST VIRGINIA	18,356	15,899	6,913	122	3	212	10	130
WISCONSIN	34,747	38,997	17,605	799	53	451	27	190
WYOMING	6,145	3,700	878	35	29	120	58	28
AMERICAN SAMOA	193	58	56	0	0	0	0	0
GUAM	553	630	478	11	0	0	8	0
NORTHERN MARIANAS	159	74	34	0	0	0	1	3
PALAU	27	58	23	4	0	0	0	1
VIRGIN ISLANDS	241	55	937	0	0	0	16	15
BUR. OF INDIAN AFFAIRS	3,071	3,282	951	37	0	12	24	14
U.S. AND OUTLYING AREAS	2,286,505	1,445,966	1,093,198	104,122	50,471	21,253	12,856	27,928
50 STATES, D.C. & P.R.	2,282,261	1,441,809	1,090,719	104,070	50,471	21,241	12,807	27,895

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	40.48	41.15	16.10	1.20	0.08	0.51	0.18	0.31
ALASKA	58.22	29.58	11.67	0.09	0.08	0.03	0.27	0.06
ARIZONA	45.23	33.69	17.96	1.41	0.87	0.44	0.21	0.21
ARKANSAS	39.81	43.18	14.20	0.35	0.82	0.00	1.14	0.50
CALIFORNIA	52.45	20.49	23.28	1.12	1.75	0.20	0.24	0.46
COLORADO	71.77	15.55	8.69	1.52	0.31	0.61	0.97	0.58
CONNECTICUT	57.28	20.45	17.00	1.60	2.29	0.04	1.06	0.28
DELAWARE	24.92	61.48	8.49	4.31	0.04	0.08	0.16	0.52
DISTRICT OF COLUMBIA	17.19	21.35	38.52	11.61	11.33	0.00	0.00	0.00
FLORIDA	36.68	26.13	33.56	2.25	0.22	0.47	0.00	0.69
GEORGIA	38.59	33.36	26.47	0.64	0.01	0.80	0.07	0.07
HAWAII	44.49	33.75	19.71	0.39	0.28	0.14	0.15	1.11
IDAHO	68.56	22.34	7.39	0.52	0.10	0.63	0.19	0.28
ILLINOIS	29.02	37.18	26.80	3.77	2.00	0.40	0.33	0.48
INDIANA	59.49	14.12	24.17	1.10	0.04	0.49	0.25	0.34
IOWA	60.58	27.63	8.41	1.98	.	0.92	0.39	0.10
KANSAS	61.18	23.38	12.29	1.76	0.22	0.59	0.20	0.37
KENTUCKY	47.63	35.73	15.14	0.30	0.18	0.57	0.07	0.38
LOUISIANA	34.25	20.19	42.29	0.95	0.12	1.35	0.09	0.76
MAINE	52.60	33.79	11.19	0.66	0.67	0.06	0.72	0.30
MARYLAND	43.33	25.98	22.96	3.66	2.43	0.64	0.63	0.36
MASSACHUSETTS	65.26	13.83	14.45	1.80	3.17	.	0.77	0.72
MICHIGAN	47.90	26.31	21.05	4.18	.	0.18	0.10	0.27
MINNESOTA	64.84	21.92	7.82	3.72	0.38	0.72	0.37	0.23
MISSISSIPPI	35.06	36.95	25.93	0.59	0.12	0.64	0.03	0.67
MISSOURI	50.16	29.12	17.83	1.29	0.58	0.39	0.17	0.46
MONTANA	54.08	33.96	9.11	0.97	0.15	0.61	0.68	0.44
NEBRASKA	61.48	24.23	11.88	1.06	0.16	0.30	0.16	0.73
NEVADA	43.96	41.04	11.95	2.54	0.01	0.12	0.04	0.34
NEW HAMPSHIRE	52.71	24.19	17.12	2.38	1.34	0.33	1.54	0.38
NEW JERSEY	46.13	25.23	18.74	3.55	5.22	0.40	0.07	0.67
NEW MEXICO	34.07	30.71	33.77	0.05	0.01	0.87	0.06	0.48
NEW YORK	41.52	13.22	34.37	7.45	2.06	0.28	0.52	0.58
NORTH CAROLINA	57.33	22.73	17.36	1.23	0.25	0.62	0.11	0.36
NORTH DAKOTA	78.27	14.29	5.69	0.28	0.19	0.44	0.57	0.27
OHIO	59.17	23.88	13.44	1.95	0.00	0.43	0.00	1.13
OKLAHOMA	48.85	36.07	13.34	0.62	0.16	0.48	0.07	0.42
OREGON	72.08	18.99	5.80	0.91	1.07	0.44	0.23	0.48
PENNSYLVANIA	37.90	30.33	27.20	1.82	1.56	0.66	0.28	0.25
PUERTO RICO	5.82	57.39	27.99	3.85	2.05	0.33	0.10	2.47
RHODE ISLAND	50.57	19.16	24.66	0.74	2.06	0.70	1.43	0.68
SOUTH CAROLINA	34.21	39.36	24.79	1.14	0.04	.	0.04	0.43
SOUTH DAKOTA	64.41	24.84	6.87	0.52	0.87	0.73	1.60	0.16
TENNESSEE	47.27	31.97	17.44	0.79	0.61	0.35	0.41	1.18
TEXAS	26.25	49.92	21.62	0.84	0.01	0.21	0.00	1.14
UTAH	40.77	35.13	19.50	2.62	0.00	1.64	0.00	0.33
VERMONT	84.90	6.61	3.81	0.83	1.04	0.10	1.82	0.90
VIRGINIA	37.17	33.92	26.19	0.73	0.69	0.78	0.23	0.29
WASHINGTON	51.81	30.82	15.79	0.73	0.22	0.31	0.03	0.30
WEST VIRGINIA	44.08	38.18	16.60	0.29	0.01	0.51	0.02	0.31
WISCONSIN	37.42	41.99	18.96	0.86	0.06	0.49	0.03	0.20
WYOMING	55.90	33.66	7.99	0.32	0.26	1.09	0.53	0.25
AMERICAN SAMOA	62.87	18.89	18.24	0.00	0.00	0.00	0.00	0.00
GUAM	32.92	37.50	28.45	0.65	0.00	0.00	0.48	0.00
NORTHERN MARIANAS	58.67	27.31	12.55	0.00	0.00	0.00	0.37	1.11
PALAU	23.89	51.33	20.35	3.54	0.00	0.00	0.00	0.88
VIRGIN ISLANDS	19.07	4.35	74.13	0.00	0.00	0.00	1.27	1.19
BUR. OF INDIAN AFFAIRS	41.55	44.41	12.87	0.50	0.00	0.16	0.32	0.19
U.S. AND OUTLYING AREAS	45.35	28.68	21.68	2.06	1.00	0.42	0.25	0.55
50 STATES, D.C. & P.R.	45.36	28.66	21.68	2.07	1.00	0.42	0.25	0.55

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15,113	21,738	1,298	46	4	2	17	43
ALASKA	5,457	3,391	576	7	7	2	18	2
ARIZONA	16,271	19,178	4,800	39	49	0	0	26
ARKANSAS	8,685	12,029	1,272	9	25	0	17	96
CALIFORNIA	151,920	89,065	66,618	481	1,589	0	142	823
COLORADO	25,668	6,375	1,114	88	19	120	72	50
CONNECTICUT	21,811	8,983	4,278	113	328	2	66	35
DELAWARE	2,111	5,892	585	124	1	6	4	12
DISTRICT OF COLUMBIA	694	1,056	1,623	112	346	0	0	0
FLORIDA	37,021	55,550	36,441	97	177	160	0	132
GEORGIA	16,461	17,399	5,076	9	1	69	0	3
HAWAII	3,671	3,584	954	2	.	.	.	8
IDAHO	9,046	2,920	198	21	1	3	11	22
ILLINOIS	14,693	71,295	29,614	613	189	140	16	37
INDIANA	29,641	13,152	8,596	35	1	76	11	122
IOWA	17,714	8,080	2,458	145	.	42	34	9
KANSAS	13,094	6,860	1,013	15	2	12	4	38
KENTUCKY	7,991	12,026	1,696	48	3	12	5	43
LOUISIANA	9,310	12,250	15,181	26	16	128	11	173
MAINE	6,716	5,379	516	12	3	1	5	17
MARYLAND	18,821	14,956	9,030	144	286	15	14	101
MASSACHUSETTS	63,972	14,151	7,757	430	661	.	113	56
MICHIGAN	35,127	32,012	14,008	843	.	17	35	63
MINNESOTA	27,194	9,300	885	334	28	34	36	24
MISSISSIPPI	4,896	17,438	8,294	61	24	9	1	147
MISSOURI	29,313	25,126	6,247	4	141	0	47	158
MONTANA	4,561	4,437	387	19	9	3	17	15
NEBRASKA	9,962	4,717	622	23	6	45	15	21
NEVADA	5,766	8,919	1,174	159	1	23	2	32
NEW HAMPSHIRE	7,074	3,041	1,866	15	62	15	60	21
NEW JERSEY	36,096	38,081	22,741	943	1,761	35	17	341
NEW MEXICO	7,613	9,743	7,890	13	0	12	0	41
NEW YORK	97,656	32,238	68,264	2,617	959	28	234	232
NORTH CAROLINA	36,822	15,619	3,400	28	13	44	0	71
NORTH DAKOTA	4,825	672	16	4	4	1	5	9
OHIO	61,678	14,159	3,108	74	0	184	0	112
OKLAHOMA	17,419	16,649	1,394	60	45	25	4	72
OREGON	22,110	7,191	570	126	132	33	17	75
PENNSYLVANIA	28,557	43,117	24,334	237	0	206	0	33
PUERTO RICO	523	13,357	2,191	264	167	22	7	28
RHODE ISLAND	7,034	3,297	3,413	46	60	12	41	15
SOUTH CAROLINA	5,843	20,802	5,686	18	15	.	1	101
SOUTH DAKOTA	4,514	2,075	93	4	6	1	4	0
TENNESSEE	26,056	25,363	6,557	74	131	1	165	315
TEXAS	38,460	161,635	37,008	357	3	4	0	405
UTAH	10,096	13,200	3,811	110	0	24	0	47
VERMONT	4,068	277	61	12	14	1	35	23
VIRGINIA	20,247	31,162	13,681	38	181	188	20	77
WASHINGTON	22,345	17,174	4,183	119	23	22	7	26
WEST VIRGINIA	6,783	10,477	1,696	1	0	40	1	26
WISCONSIN	12,792	26,477	3,514	55	8	24	3	27
WYOMING	2,985	2,422	201	4	8	15	14	8
AMERICAN SAMOA	187	48	0	0	0	0	0	0
GUAM	330	550	346	0	0	0	4	0
NORTHERN MARIANAS	111	44	9	0	0	0	0	0
PALAU	22	52	9	0	0	0	0	0
VIRGIN ISLANDS	88	24	302	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	1,612	2,251	331	6	0	0	1	4
U.S. AND OUTLYING AREAS	1,096,646	1,018,455	448,986	9,284	7,509	1,858	1,354	4,417
50 STATES, D.C. & P.R.	1,094,296	1,015,486	447,989	9,278	7,509	1,858	1,348	4,413

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	39.50	56.82	3.39	0.12	0.01	0.01	0.04	0.11
ALASKA	57.68	35.85	6.09	0.07	0.07	0.02	0.19	0.02
ARIZONA	40.31	47.51	11.89	0.10	0.12	0.00	0.00	0.06
ARKANSAS	39.24	54.35	5.75	0.04	0.11	0.00	0.08	0.43
CALIFORNIA	48.91	28.67	21.45	0.15	0.51	0.00	0.05	0.26
COLORADO	76.61	19.03	3.32	0.26	0.06	0.36	0.21	0.15
CONNECTICUT	61.24	25.22	12.01	0.32	0.92	0.01	0.19	0.10
DELAWARE	24.17	67.45	6.70	1.42	0.01	0.07	0.05	0.14
DISTRICT OF COLUMBIA	18.12	27.56	42.36	2.92	9.03	0.00	0.00	0.00
FLORIDA	28.57	42.87	28.12	0.07	0.14	0.12	0.00	0.10
GEORGIA	42.19	44.59	13.01	0.02	0.00	0.18	0.00	0.01
HAWAII	44.66	43.61	11.61	0.02	.	.	.	0.10
IDAHO	74.01	23.89	1.62	0.17	0.01	0.02	0.09	0.18
ILLINOIS	12.60	61.15	25.40	0.53	0.16	0.12	0.01	0.03
INDIANA	57.41	25.47	16.65	0.07	0.00	0.15	0.02	0.24
IOWA	62.19	28.37	8.63	0.51	.	0.15	0.12	0.03
KANSAS	62.24	32.61	4.82	0.07	0.01	0.06	0.02	0.18
KENTUCKY	36.62	55.10	7.77	0.22	0.01	0.05	0.02	0.20
LOUISIANA	25.10	33.02	40.92	0.07	0.04	0.35	0.03	0.47
MAINE	53.10	42.53	4.08	0.09	0.02	0.01	0.04	0.13
MARYLAND	43.40	34.49	20.82	0.33	0.66	0.03	0.03	0.23
MASSACHUSETTS	73.41	16.24	8.90	0.49	0.76	.	0.13	0.06
MICHIGAN	42.78	38.99	17.06	1.03	.	0.02	0.04	0.08
MINNESOTA	71.88	24.58	2.34	0.88	0.07	0.09	0.10	0.06
MISSISSIPPI	15.86	56.49	26.87	0.20	0.08	0.03	0.00	0.48
MISSOURI	48.03	41.17	10.23	0.01	0.23	0.00	0.08	0.26
MONTANA	48.27	46.96	4.10	0.20	0.10	0.03	0.18	0.16
NEBRASKA	64.64	30.61	4.04	0.15	0.04	0.29	0.10	0.14
NEVADA	35.87	55.48	7.30	0.99	0.01	0.14	0.01	0.20
NEW HAMPSHIRE	58.20	25.02	15.35	0.12	0.51	0.12	0.49	0.17
NEW JERSEY	36.09	38.08	22.74	0.94	1.76	0.03	0.02	0.34
NEW MEXICO	30.08	38.49	31.17	0.05	0.00	0.05	0.00	0.16
NEW YORK	48.29	15.94	33.76	1.29	0.47	0.01	0.12	0.11
NORTH CAROLINA	65.76	27.89	6.07	0.05	0.02	0.08	0.00	0.13
NORTH DAKOTA	87.16	12.14	0.29	0.07	0.07	0.02	0.09	0.16
OHIO	77.76	17.85	3.92	0.09	0.00	0.23	0.00	0.14
OKLAHOMA	48.84	46.68	3.91	0.17	0.13	0.07	0.01	0.20
OREGON	73.08	23.77	1.88	0.42	0.44	0.11	0.06	0.25
PENNSYLVANIA	29.60	44.69	25.22	0.25	0.00	0.21	0.00	0.03
PUERTO RICO	3.16	80.66	13.23	1.59	1.01	0.13	0.04	0.17
RHODE ISLAND	50.54	23.69	24.52	0.33	0.43	0.09	0.29	0.11
SOUTH CAROLINA	18.00	64.07	17.51	0.06	0.05	.	0.00	0.31
SOUTH DAKOTA	67.40	30.98	1.39	0.06	0.09	0.01	0.06	0.00
TENNESSEE	44.42	43.24	11.18	0.13	0.22	0.00	0.28	0.54
TEXAS	16.17	67.95	15.56	0.15	0.00	0.00	0.00	0.17
UTAH	37.00	48.37	13.97	0.40	0.00	0.09	0.00	0.17
VERMONT	90.58	6.17	1.36	0.27	0.31	0.02	0.78	0.51
VIRGINIA	30.87	47.51	20.86	0.06	0.28	0.29	0.03	0.12
WASHINGTON	50.90	39.12	9.53	0.27	0.05	0.05	0.02	0.06
WEST VIRGINIA	35.65	55.07	8.92	0.01	0.00	0.21	0.01	0.14
WISCONSIN	29.82	61.72	8.19	0.13	0.02	0.06	0.01	0.06
WYOMING	52.77	42.81	3.55	0.07	0.14	0.27	0.25	0.14
AMERICAN SAMOA	79.57	20.43	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	26.83	44.72	28.13	0.00	0.00	0.00	0.33	0.00
NORTHERN MARIANAS	67.68	26.83	5.49	0.00	0.00	0.00	0.00	0.00
PALAU	26.51	62.65	10.84	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	21.20	5.78	72.77	0.00	0.00	0.00	0.24	0.00
BUR. OF INDIAN AFFAIRS	38.34	53.53	7.87	0.14	0.00	0.00	0.02	0.10
U.S. AND OUTLYING AREAS	42.37	39.35	17.35	0.36	0.29	0.07	0.05	0.17
50 STATES, D.C. & P.R.	42.38	39.33	17.35	0.36	0.29	0.07	0.05	0.17

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15,965	194	123	10	5	2	0	4
ALASKA	2,501	398	29	2	1	0	0	1
ARIZONA	11,264	765	134	2	0	0	0	1
ARKANSAS	7,061	429	108	2	4	0	0	3
CALIFORNIA	97,450	5,227	7,380	48	77	0	2	46
COLORADO	9,377	626	213	7	2	0	1	6
CONNECTICUT	9,579	1,115	584	12	24	0	1	1
DELAWARE	816	659	2	0	4	0	0	0
DISTRICT OF COLUMBIA	419	4	0	68	0	0	0	0
FLORIDA	48,487	1,837	2,050	37	41	18	0	10
GEORGIA	20,498	5,499	242	0	2	0	1	4
HAWAII	2,268	200	75	0	.	.	.	2
IDAHO	3,106	210	33	3	1	0	0	1
ILLINOIS	48,164	1,044	1,929	83	6	6	1	6
INDIANA	34,588	30	0	1	0	12	0	1
IOWA	4,990	2,275	692	7	.	0	12	3
KANSAS	10,589	108	122	1	1	0	0	4
KENTUCKY	17,818	641	7	1	7	1	0	5
LOUISIANA	15,096	353	707	1	4	1	0	14
MAINE	5,068	1,177	219	1	2	0	0	4
MARYLAND	16,236	4,875	3,305	140	63	4	6	43
MASSACHUSETTS	21,662	1,317	1,610	44	111	.	44	46
MICHIGAN	33,150	1,084	626	334	.	2	1	186
MINNESOTA	13,888	760	105	72	9	0	9	6
MISSISSIPPI	15,692	1,607	967	50	40	4	0	22
MISSOURI	21,816	1,709	737	0	28	0	0	37
MONTANA	3,235	74	27	0	0	0	0	0
NEBRASKA	8,139	466	193	148	9	13	1	84
NEVADA	4,095	47	249	22	0	0	0	1
NEW HAMPSHIRE	2,644	1,350	847	46	19	2	12	8
NEW JERSEY	43,096	1,258	1,771	62	254	1	0	9
NEW MEXICO	5,262	1,997	1,827	2	2	4	0	9
NEW YORK	24,631	4,614	12,233	474	289	6	44	16
NORTH CAROLINA	25,693	206	345	4	42	2	2	5
NORTH DAKOTA	2,814	138	97	5	0	0	2	2
OHIO	49,447	0	119	0	0	37	0	0
OKLAHOMA	12,310	1,408	44	9	25	2	2	2
OREGON	11,587	935	281	26	39	4	5	21
PENNSYLVANIA	37,162	1,826	309	2	0	0	0	9
PUERTO RICO	844	2,159	197	9	44	2	3	20
RHODE ISLAND	3,495	436	323	1	7	0	0	2
SOUTH CAROLINA	17,572	682	59	0	10	.	0	0
SOUTH DAKOTA	3,175	131	36	0	0	0	1	2
TENNESSEE	21,625	2,887	1,028	5	20	0	2	22
TEXAS	55,095	3,664	834	14	0	0	0	25
UTAH	6,615	1,002	458	1	0	0	0	0
VERMONT	1,520	99	49	2	9	0	2	11
VIRGINIA	21,447	3,355	375	17	154	4	1	35
WASHINGTON	14,272	346	844	3	1	1	1	15
WEST VIRGINIA	9,873	1,119	14	0	1	0	1	3
WISCONSIN	15,479	663	488	11	10	1	1	3
WYOMING	2,332	393	52	2	14	0	0	0
AMERICAN SAMOA	6	0	0	0	0	0	0	0
GUAM	136	7	7	1	0	0	0	0
NORTHERN MARIANAS	11	1	0	0	0	0	0	0
PALAU	3	2	1	0	0	0	0	0
VIRGIN ISLANDS	73	0	31	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1,015	362	227	0	0	0	0	1
U.S. AND OUTLYING AREAS	892,251	65,770	45,364	1,792	1,381	129	158	761
50 STATES, D.C. & P.R.	891,007	65,398	45,098	1,791	1,381	129	158	760

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	97.93	1.19	0.75	0.06	0.03	0.01	0.00	0.02
ALASKA	85.30	13.57	0.99	0.07	0.03	0.00	0.00	0.03
ARIZONA	92.59	6.29	1.10	0.02	0.00	0.00	0.00	0.01
ARKANSAS	92.82	5.64	1.42	0.03	0.05	0.00	0.00	0.04
CALIFORNIA	88.41	4.74	6.70	0.04	0.07	0.00	0.00	0.04
COLORADO	91.64	6.12	2.08	0.07	0.02	0.00	0.01	0.06
CONNECTICUT	84.65	9.85	5.16	0.11	0.21	0.00	0.01	0.01
DELAWARE	55.10	44.50	0.14	0.00	0.27	0.00	0.00	0.00
DISTRICT OF COLUMBIA	85.34	0.81	0.00	13.85	0.00	0.00	0.00	0.00
FLORIDA	92.39	3.50	3.91	0.07	0.08	0.03	0.00	0.02
GEORGIA	78.10	20.95	0.92	0.00	0.01	0.00	0.00	0.02
HAWAII	89.12	7.86	2.95	0.00	.	.	.	0.08
IDAHO	92.61	6.26	0.98	0.09	0.03	0.00	0.00	0.03
ILLINOIS	94.00	2.04	3.76	0.16	0.01	0.01	0.00	0.01
INDIANA	99.87	0.09	0.00	0.00	0.00	0.03	0.00	0.00
IOWA	62.54	28.51	8.67	0.09	.	0.00	0.15	0.04
KANSAS	97.82	1.00	1.13	0.01	0.01	0.00	0.00	0.04
KENTUCKY	96.42	3.47	0.04	0.01	0.04	0.01	0.00	0.03
LOUISIANA	93.32	2.18	4.37	0.01	0.02	0.01	0.00	0.09
MAINE	78.32	18.19	3.38	0.02	0.03	0.00	0.00	0.06
MARYLAND	65.81	19.76	13.40	0.57	0.26	0.02	0.02	0.17
MASSACHUSETTS	87.23	5.30	6.48	0.18	0.45	.	0.18	0.19
MICHIGAN	93.69	3.06	1.77	0.94	.	0.01	0.00	0.53
MINNESOTA	93.53	5.12	0.71	0.48	0.06	0.00	0.06	0.04
MISSISSIPPI	85.37	8.74	5.26	0.27	0.22	0.02	0.00	0.12
MISSOURI	89.68	7.03	3.03	0.00	0.12	0.00	0.00	0.15
MONTANA	96.97	2.22	0.81	0.00	0.00	0.00	0.00	0.00
NEBRASKA	89.90	5.15	2.13	1.63	0.10	0.14	0.01	0.93
NEVADA	92.77	1.06	5.64	0.50	0.00	0.00	0.00	0.02
NEW HAMPSHIRE	53.65	27.39	17.19	0.93	0.39	0.04	0.24	0.16
NEW JERSEY	92.78	2.71	3.81	0.13	0.55	0.00	0.00	0.02
NEW MEXICO	57.81	21.94	20.07	0.02	0.02	0.04	0.00	0.10
NEW YORK	58.22	10.91	28.91	1.12	0.68	0.01	0.10	0.04
NORTH CAROLINA	97.70	0.78	1.31	0.02	0.16	0.01	0.01	0.02
NORTH DAKOTA	92.02	4.51	3.17	0.16	0.00	0.00	0.07	0.07
OHIO	99.69	0.00	0.24	0.00	0.00	0.07	0.00	0.00
OKLAHOMA	89.19	10.20	0.32	0.07	0.18	0.01	0.01	0.01
OREGON	89.84	7.25	2.18	0.20	0.30	0.03	0.04	0.16
PENNSYLVANIA	94.54	4.65	0.79	0.01	0.00	0.00	0.00	0.02
PUERTO RICO	25.75	65.86	6.01	0.27	1.34	0.06	0.09	0.61
RHODE ISLAND	81.97	10.23	7.58	0.02	0.16	0.00	0.00	0.05
SOUTH CAROLINA	95.90	3.72	0.32	0.00	0.05	.	0.00	0.00
SOUTH DAKOTA	94.92	3.92	1.08	0.00	0.00	0.00	0.03	0.06
TENNESSEE	84.51	11.28	4.02	0.02	0.08	0.00	0.01	0.09
TEXAS	92.39	6.14	1.40	0.02	0.00	0.00	0.00	0.04
UTAH	81.91	12.41	5.67	0.01	0.00	0.00	0.00	0.00
VERMONT	89.83	5.85	2.90	0.12	0.53	0.00	0.12	0.65
VIRGINIA	84.48	13.21	1.48	0.07	0.61	0.02	0.00	0.14
WASHINGTON	92.18	2.23	5.45	0.02	0.01	0.01	0.01	0.10
WEST VIRGINIA	89.66	10.16	0.13	0.00	0.01	0.00	0.01	0.03
WISCONSIN	92.93	3.98	2.93	0.07	0.06	0.01	0.01	0.02
WYOMING	83.49	14.07	1.86	0.07	0.50	0.00	0.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	90.07	4.64	4.64	0.66	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	91.67	8.33	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	70.19	0.00	29.81	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	63.24	22.55	14.14	0.00	0.00	0.00	0.00	0.06
U.S. AND OUTLYING AREAS	88.55	6.53	4.50	0.18	0.14	0.01	0.02	0.08
50 STATES, D.C. & P.R.	88.59	6.50	4.48	0.18	0.14	0.01	0.02	0.08

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MENTAL RETARDATION

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,491	11,713	10,514	540	30	38	6	62
ALASKA	78	118	370	0	0	0	0	1
ARIZONA	480	1,172	4,226	239	69	0	8	11
ARKANSAS	1,373	5,868	4,072	24	194	0	199	55
CALIFORNIA	1,462	3,351	20,730	2,115	474	0	25	549
COLORADO	1,074	761	1,158	11	7	12	2	8
CONNECTICUT	292	793	2,393	199	96	0	21	3
DELAWARE	128	1,042	398	249	0	1	9	1
DISTRICT OF COLUMBIA	19	53	682	294	125	0	0	0
FLORIDA	781	2,112	24,771	3,093	64	86	0	142
GEORGIA	1,655	7,023	17,776	159	3	295	13	41
HAWAII	307	922	1,062	7	.	.	2	.
IDAHO	937	1,046	809	24	8	1	1	8
ILLINOIS	662	2,784	17,082	2,524	1,468	52	171	18
INDIANA	2,495	2,563	14,589	603	1	40	41	77
IOWA	7,639	3,484	1,061	284	0	16	42	8
KANSAS	984	1,598	2,744	101	33	21	45	11
KENTUCKY	4,144	8,695	5,209	38	10	10	5	90
LOUISIANA	278	1,103	10,534	324	62	342	16	85
MAINE	119	525	653	9	24	0	4	1
MARYLAND	404	1,124	3,217	1,055	168	24	23	17
MASSACHUSETTS	2,930	2,642	5,863	205	402	.	141	42
MICHIGAN	1,498	4,178	11,972	2,635	.	6	12	37
MINNESOTA	2,143	4,090	3,236	721	14	13	21	36
MISSISSIPPI	162	2,316	5,085	105	6	99	5	62
MISSOURI	1,140	1,673	7,869	1,277	73	63	25	133
MONTANA	201	420	499	6	1	1	6	2
NEBRASKA	1,230	2,268	1,761	97	13	20	21	30
NEVADA	133	469	750	205	0	0	2	4
NEW HAMPSHIRE	239	203	406	54	22	0	18	10
NEW JERSEY	62	704	2,016	995	644	69	11	43
NEW MEXICO	156	293	1,605	0	1	3	0	5
NEW YORK	1,162	1,165	9,454	4,826	495	19	76	50
NORTH CAROLINA	3,597	9,004	11,931	852	178	30	23	77
NORTH DAKOTA	357	492	385	6	3	6	8	8
OHIO	7,110	28,446	12,433	196	0	212	0	134
OKLAHOMA	1,140	4,502	4,647	93	15	10	0	24
OREGON	1,020	861	1,269	50	18	11	4	14
PENNSYLVANIA	1,416	7,756	16,584	1,533	106	47	52	99
PUERTO RICO	407	4,950	6,928	964	294	71	1	185
RHODE ISLAND	29	63	831	4	104	1	20	6
SOUTH CAROLINA	897	4,784	9,702	487	0	.	11	86
SOUTH DAKOTA	275	718	461	15	35	13	42	0
TENNESSEE	1,242	5,299	8,310	227	165	10	62	56
TEXAS	554	8,239	21,152	1,017	20	194	2	323
UTAH	219	445	2,338	238	0	6	0	8
VERMONT	1,044	145	153	13	9	0	10	11
VIRGINIA	363	3,026	10,446	182	43	114	34	63
WASHINGTON	1,443	3,210	3,279	84	11	8	1	5
WEST VIRGINIA	423	3,032	4,280	50	1	13	1	40
WISCONSIN	607	3,716	7,593	296	3	73	5	32
WYOMING	57	270	266	7	2	35	5	2
AMERICAN SAMOA	0	0	33	0	0	0	0	0
GUAM	10	40	82	2	0	0	1	0
NORTHERN MARIANAS	14	9	4	0	0	0	0	1
PALAU	0	1	3	0	0	0	0	0
VIRGIN ISLANDS	58	30	503	0	0	0	1	1
BUR. OF INDIAN AFFAIRS	49	278	112	23	0	1	0	0
U.S. AND OUTLYING AREAS	60,189	167,587	318,291	29,357	5,514	2,086	1,254	2,817
50 STATES, D.C. & P.R.	60,058	167,229	317,554	29,332	5,514	2,085	1,252	2,815

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6.11	48.02	43.10	2.21	0.12	0.16	0.02	0.25
ALASKA	13.76	20.81	65.26	0.00	0.00	0.00	0.00	0.18
ARIZONA	7.74	18.89	68.11	3.85	1.11	0.00	0.13	0.18
ARKANSAS	11.65	49.79	34.55	0.20	1.65	0.00	1.69	0.47
CALIFORNIA	5.09	11.67	72.21	7.37	1.65	0.00	0.09	1.91
COLORADO	35.41	25.09	38.18	0.36	0.23	0.40	0.07	0.26
CONNECTICUT	7.69	20.88	63.02	5.24	2.53	0.00	0.55	0.08
DELAWARE	7.00	57.00	21.77	13.62	0.00	0.05	0.49	0.05
DISTRICT OF COLUMBIA	1.62	4.52	58.14	25.06	10.66	0.00	0.00	0.00
FLORIDA	2.52	6.80	79.78	9.96	0.21	0.28	0.00	0.46
GEORGIA	6.14	26.04	65.92	0.59	0.01	1.09	0.05	0.15
HAWAII	13.35	40.09	46.17	0.30	.	.	0.09	.
IDAHO	33.06	36.91	28.55	0.85	0.28	0.04	0.04	0.28
ILLINOIS	2.67	11.24	68.99	10.19	5.93	0.21	0.69	0.07
INDIANA	12.22	12.56	71.48	2.95	0.00	0.20	0.20	0.38
IOWA	60.95	27.80	8.46	2.27	.	0.13	0.34	0.06
KANSAS	17.77	28.86	49.56	1.82	0.60	0.38	0.81	0.20
KENTUCKY	22.77	47.77	28.62	0.21	0.05	0.05	0.03	0.49
LOUISIANA	2.18	8.66	82.66	2.54	0.49	2.68	0.13	0.67
MAINE	8.91	39.33	48.91	0.67	1.80	0.00	0.30	0.07
MARYLAND	6.70	18.63	53.33	17.49	2.79	0.40	0.38	0.28
MASSACHUSETTS	23.97	21.61	47.96	1.68	3.29	.	1.15	0.34
MICHIGAN	7.37	20.54	58.87	12.96	.	0.03	0.06	0.18
MINNESOTA	20.86	39.81	31.50	7.02	0.14	0.13	0.20	0.35
MISSISSIPPI	2.07	29.54	64.86	1.34	0.08	1.26	0.06	0.79
MISSOURI	9.30	13.65	64.22	10.42	0.60	0.51	0.20	1.09
MONTANA	17.69	36.97	43.93	0.53	0.09	0.09	0.53	0.18
NEBRASKA	22.61	41.69	32.37	1.78	0.24	0.37	0.39	0.55
NEVADA	8.51	30.01	47.98	13.12	0.00	0.00	0.13	0.26
NEW HAMPSHIRE	25.11	21.32	42.65	5.67	2.31	0.00	1.89	1.05
NEW JERSEY	1.36	15.49	44.37	21.90	14.17	1.52	0.24	0.95
NEW MEXICO	7.56	14.20	77.80	0.00	0.05	0.15	0.00	0.24
NEW YORK	6.74	6.75	54.82	27.98	2.87	0.11	0.44	0.29
NORTH CAROLINA	14.00	35.05	46.44	3.32	0.69	0.12	0.09	0.30
NORTH DAKOTA	28.22	38.89	30.43	0.47	0.24	0.47	0.63	0.63
OHIO	14.65	58.61	25.62	0.40	0.00	0.44	0.00	0.28
OKLAHOMA	10.93	43.16	44.55	0.89	0.14	0.10	0.00	0.23
OREGON	31.41	26.52	39.08	1.54	0.55	0.34	0.12	0.43
PENNSYLVANIA	5.13	28.11	60.10	5.56	0.38	0.17	0.19	0.36
PUERTO RICO	2.95	35.87	50.20	6.99	2.13	0.51	0.01	1.34
RHODE ISLAND	2.74	5.95	78.54	0.38	9.83	0.09	1.89	0.57
SOUTH CAROLINA	5.62	29.96	60.76	3.05	0.00	.	0.07	0.54
SOUTH DAKOTA	17.64	46.06	29.57	0.96	2.25	0.83	2.69	0.00
TENNESSEE	8.08	34.47	54.06	1.48	1.07	0.07	0.40	0.36
TEXAS	1.76	26.15	67.15	3.23	0.06	0.62	0.01	1.03
UTAH	6.73	13.68	71.85	7.31	0.00	0.18	0.00	0.25
VERMONT	75.38	10.47	11.05	0.94	0.65	0.00	0.72	0.79
VIRGINIA	2.54	21.20	73.20	1.28	0.30	0.80	0.24	0.44
WASHINGTON	17.95	39.92	40.78	1.04	0.14	0.10	0.01	0.06
WEST VIRGINIA	5.40	38.67	54.59	0.64	0.01	0.17	0.01	0.51
WISCONSIN	4.92	30.15	61.61	2.40	0.02	0.59	0.04	0.26
WYOMING	8.85	41.93	41.30	1.09	0.31	5.43	0.78	0.31
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	7.41	29.63	60.74	1.48	0.00	0.00	0.74	0.00
NORTHERN MARIANAS	50.00	32.14	14.29	0.00	0.00	0.00	0.00	3.57
PALAU	0.00	25.00	75.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	9.78	5.06	84.82	0.00	0.00	0.00	0.17	0.17
BUR. OF INDIAN AFFAIRS	10.58	60.04	24.19	4.97	0.00	0.22	0.00	0.00
U.S. AND OUTLYING AREAS	10.25	28.55	54.21	5.00	0.94	0.36	0.21	0.48
50 STATES, D.C. & P.R.	10.25	28.55	54.20	5.01	0.94	0.36	0.21	0.48

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

EMOTIONAL DISTURBANCE

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	1,993	2,082	1,035	93	21	45	96	73
ALASKA	208	202	282	3	3	2	22	1
ARIZONA	1,000	1,075	1,688	348	305	13	124	26
ARKANSAS	58	113	148	2	26	0	54	26
CALIFORNIA	1,865	1,671	6,533	781	5,775	0	1,016	379
COLORADO	4,492	1,055	1,421	498	154	130	513	214
CONNECTICUT	4,117	1,960	3,106	393	843	20	530	110
DELAWARE	148	357	93	101	0	4	7	7
DISTRICT OF COLUMBIA	0	245	210	102	220	0	0	0
FLORIDA	5,055	5,785	18,004	2,069	211	350	1	191
GEORGIA	6,108	8,244	6,920	441	0	393	71	10
HAWAII	563	515	509	0	44	12	21	99
IDAHO	241	110	107	48	9	2	26	14
ILLINOIS	1,681	7,931	9,753	4,934	2,701	331	533	60
INDIANA	2,685	903	4,115	280	40	186	186	162
IOWA	4,398	2,006	610	626	0	270	106	15
KANSAS	1,920	1,340	976	319	39	203	34	44
KENTUCKY	702	1,573	2,111	106	82	77	34	52
LOUISIANA	645	703	3,841	311	5	233	43	182
MAINE	1,732	1,411	790	96	133	2	158	29
MARYLAND	1,080	973	2,132	794	1,151	183	265	91
MASSACHUSETTS	2,443	987	3,477	1,601	2,368	0	267	136
MICHIGAN	5,414	4,809	5,130	1,379	0	155	116	18
MINNESOTA	8,499	3,461	1,915	1,909	266	375	253	95
MISSISSIPPI	13	93	142	8	1	7	7	27
MISSOURI	2,912	2,612	3,683	77	351	202	61	106
MONTANA	342	279	235	120	13	20	82	17
NEBRASKA	1,174	622	934	43	17	3	12	20
NEVADA	406	509	370	50	0	8	1	24
NEW HAMPSHIRE	883	416	336	11	157	53	171	27
NEW JERSEY	1,816	2,786	2,999	1,513	3,438	210	23	490
NEW MEXICO	760	524	1,768	3	0	170	24	90
NEW YORK	7,304	3,165	16,682	10,391	2,194	461	735	1,295
NORTH CAROLINA	2,935	2,197	3,706	288	11	108	3	192
NORTH DAKOTA	341	201	87	1	7	10	33	5
OHIO	1,532	3,467	3,153	2,976	0	212	0	341
OKLAHOMA	416	705	1,248	60	15	24	12	88
OREGON	1,507	504	654	242	328	43	87	94
PENNSYLVANIA	2,378	4,126	7,102	1,194	1,519	1,000	133	277
PUERTO RICO	56	324	419	28	15	1	1	35
RHODE ISLAND	410	275	637	16	185	147	245	17
SOUTH CAROLINA	536	1,856	2,192	231	0	.	17	103
SOUTH DAKOTA	228	147	108	5	46	1	67	4
TENNESSEE	836	807	1,164	180	169	52	224	94
TEXAS	7,039	13,448	13,147	1,081	5	3	4	1,324
UTAH	1,658	1,482	1,449	183	0	114	0	43
VERMONT	1,081	92	77	51	50	9	95	31
VIRGINIA	1,987	2,945	5,253	498	429	399	189	93
WASHINGTON	1,982	1,779	1,356	207	57	15	13	127
WEST VIRGINIA	568	642	677	17	0	40	3	40
WISCONSIN	3,678	7,054	4,585	324	30	171	17	63
WYOMING	289	287	213	21	1	48	31	6
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	4	3	2	0	0	0	1	0
NORTHERN MARIANAS	2	0	0	0	0	0	1	0
PALAU	0	0	2	0	0	0	0	1
VIRGIN ISLANDS	5	0	34	0	0	0	3	0
BUR. OF INDIAN AFFAIRS	183	214	157	0	0	5	21	5
U.S. AND OUTLYING AREAS	102,308	103,072	149,478	37,053	23,434	6,522	6,792	7,113
50 STATES, D.C. & P.R.	102,114	102,855	149,282	37,053	23,434	6,517	6,766	7,107

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

EMOTIONAL DISTURBANCE

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	36.65	38.29	19.03	1.71	0.39	0.83	1.77	1.34
ALASKA	28.77	27.94	39.00	0.41	0.41	0.28	3.04	0.14
ARIZONA	21.84	23.48	36.86	7.60	6.66	0.28	2.71	0.57
ARKANSAS	13.58	26.46	34.66	0.47	6.09	0.00	12.65	6.09
CALIFORNIA	10.35	9.27	36.25	4.33	32.05	0.00	5.64	2.10
COLORADO	52.99	12.45	16.76	5.87	1.82	1.53	6.05	2.52
CONNECTICUT	37.16	17.69	28.04	3.55	7.61	0.18	4.78	0.99
DELAWARE	20.64	49.79	12.97	14.09	0.00	0.56	0.98	0.98
DISTRICT OF COLUMBIA	0.00	31.53	27.03	13.13	28.31	0.00	0.00	0.00
FLORIDA	15.96	18.27	56.86	6.53	0.67	1.11	0.00	0.60
GEORGIA	27.53	37.16	31.19	1.99	0.00	1.77	0.32	0.05
HAWAII	31.93	29.21	28.87	0.00	2.50	0.68	1.19	5.62
IDAHO	43.27	19.75	19.21	8.62	1.62	0.36	4.67	2.51
ILLINOIS	6.02	28.40	34.93	17.67	9.67	1.19	1.91	0.21
INDIANA	31.38	10.55	48.09	3.27	0.47	2.17	2.17	1.89
IOWA	54.76	24.98	7.60	7.79	.	3.36	1.32	0.19
KANSAS	39.38	27.49	20.02	6.54	0.80	4.16	0.70	0.90
KENTUCKY	14.82	33.21	44.56	2.24	1.73	1.63	0.72	1.10
LOUISIANA	10.82	11.79	64.41	5.22	0.08	3.91	0.72	3.05
MAINE	39.81	32.43	18.16	2.21	3.06	0.05	3.63	0.67
MARYLAND	16.19	14.59	31.97	11.91	17.26	2.74	3.97	1.36
MASSACHUSETTS	21.66	8.75	30.83	14.19	20.99	.	2.37	1.21
MICHIGAN	31.81	28.25	30.14	8.10	.	0.91	0.68	0.11
MINNESOTA	50.67	20.63	11.42	11.38	1.59	2.24	1.51	0.57
MISSISSIPPI	4.36	31.21	47.65	2.68	0.34	2.35	2.35	9.06
MISSOURI	29.11	26.11	36.82	0.77	3.51	2.02	0.61	1.06
MONTANA	30.87	25.18	21.21	10.83	1.17	1.81	7.40	1.53
NEBRASKA	41.56	22.02	33.06	1.52	0.60	0.11	0.42	0.71
NEVADA	29.68	37.21	27.05	3.65	0.00	0.58	0.07	1.75
NEW HAMPSHIRE	42.99	20.25	16.36	0.54	7.64	2.58	8.33	1.31
NEW JERSEY	13.68	20.99	22.59	11.40	25.90	1.58	0.17	3.69
NEW MEXICO	22.76	15.69	52.95	0.09	0.00	5.09	0.72	2.70
NEW YORK	17.30	7.50	39.51	24.61	5.20	1.09	1.74	3.07
NORTH CAROLINA	31.09	23.27	39.26	3.05	0.12	1.14	0.03	2.03
NORTH DAKOTA	49.78	29.34	12.70	0.15	1.02	1.46	4.82	0.73
OHIO	13.12	29.68	26.99	25.48	0.00	1.81	0.00	2.92
OKLAHOMA	16.20	27.45	48.60	2.34	0.58	0.93	0.47	3.43
OREGON	43.57	14.57	18.91	7.00	9.48	1.24	2.52	2.72
PENNSYLVANIA	13.41	23.27	40.06	6.73	8.57	5.64	0.75	1.56
PUERTO RICO	6.37	36.86	47.67	3.19	1.71	0.11	0.11	3.98
RHODE ISLAND	21.22	14.23	32.97	0.83	9.58	7.61	12.68	0.88
SOUTH CAROLINA	10.86	37.61	44.42	4.68	0.00	.	0.34	2.09
SOUTH DAKOTA	37.62	24.26	17.82	0.83	7.59	0.17	11.06	0.66
TENNESSEE	23.71	22.89	33.01	5.10	4.79	1.47	6.35	2.67
TEXAS	19.53	37.30	36.47	3.00	0.01	0.01	0.01	3.67
UTAH	33.64	30.07	29.40	3.71	0.00	2.31	0.00	0.87
VERMONT	72.75	6.19	5.18	3.43	3.36	0.61	6.39	2.09
VIRGINIA	16.85	24.97	44.54	4.22	3.64	3.38	1.60	0.79
WASHINGTON	35.80	32.14	24.49	3.74	1.03	0.27	0.23	2.29
WEST VIRGINIA	28.59	32.31	34.07	0.86	0.00	2.01	0.15	2.01
WISCONSIN	23.10	44.30	28.80	2.03	0.19	1.07	0.11	0.40
WYOMING	32.25	32.03	23.77	2.34	0.11	5.36	3.46	0.67
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	40.00	30.00	20.00	0.00	0.00	0.00	10.00	0.00
NORTHERN MARIANAS	66.67	0.00	0.00	0.00	0.00	0.00	33.33	0.00
PALAU	0.00	0.00	66.67	0.00	0.00	0.00	0.00	33.33
VIRGIN ISLANDS	11.90	0.00	80.95	0.00	0.00	0.00	7.14	0.00
BUR. OF INDIAN AFFAIRS	31.28	36.58	26.84	0.00	0.00	0.85	3.59	0.85
U.S. AND OUTLYING AREAS	23.48	23.65	34.30	8.50	5.38	1.50	1.56	1.63
50 STATES, D.C. & P.R.	23.47	23.64	34.31	8.52	5.39	1.50	1.55	1.63

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	58	94	807	239	7	65	1	46
ALASKA	42	76	285	0	0	0	0	4
ARIZONA	185	125	684	136	105	69	5	32
ARKANSAS	44	117	476	22	76	0	65	23
CALIFORNIA	296	486	3,444	649	307	74	13	64
COLORADO	964	399	1,072	238	9	15	10	44
CONNECTICUT	288	377	700	197	87	2	25	12
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	2	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2	3	244	8	1	0	0	0
IDAHO	69	65	219	5	0	16	1	6
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	40	17	523	122	0	72	35	18
IOWA	243	111	34	87	0	18	13	6
KANSAS	497	350	451	181	18	39	7	24
KENTUCKY	192	244	890	5	9	3	0	44
LOUISIANA	11	10	706	68	1	71	6	62
MAINE	404	565	801	25	21	1	30	22
MARYLAND	533	565	1,856	1,011	371	26	191	38
MASSACHUSETTS	317	283	893	165	402		198	136
MICHIGAN	83	62	864	1,266	.	3	1	65
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	2	16	233	65	0	66	2	16
MISSOURI	42	141	404	8	12	13	12	17
MONTANA	112	106	234	13	0	9	4	6
NEBRASKA	21	36	289	37	4	6	3	19
NEVADA	19	35	158	167	0	0	2	10
NEW HAMPSHIRE	59	39	57	131	19	0	31	6
NEW JERSEY	839	2,052	3,542	2,334	2,700	169	58	179
NEW MEXICO	78	136	638	0	0	44	0	33
NEW YORK	1,385	1,298	5,869	4,625	1,716	186	468	203
NORTH CAROLINA	52	87	762	235	53	92	119	27
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	329	2,425	7,772	602	0	0	0	89
OKLAHOMA	85	175	937	134	2	43	22	59
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	53	41	996	264	0	13	1	28
PUERTO RICO	25	93	453	98	28	20	10	510
RHODE ISLAND	1	17	114	0	55	0	9	0
SOUTH CAROLINA	3	96	159	50	0	0	0	4
SOUTH DAKOTA	57	120	164	9	22	38	72	11
TENNESSEE	49	114	1,148	185	165	94	1	71
TEXAS	291	1,716	3,874	444	14	66	2	186
UTAH	44	39	647	638	0	21	0	18
VERMONT	55	8	17	0	1	0	4	3
VIRGINIA	834	913	1,761	94	26	74	12	37
WASHINGTON	404	649	2,040	103	17	19	1	33
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	13	0	0	0	0	0
GUAM	11	10	17	8	0	0	0	0
NORTHERN MARIANAS	5	8	18	0	0	0	0	2
PALAU	0	0	2	2	0	0	0	0
VIRGIN ISLANDS	0	0	30	0	0	0	8	3
BUR. OF INDIAN AFFAIRS	145	109	105	2	0	2	1	4
U.S. AND OUTLYING AREAS	9,268	14,428	47,402	14,673	6,250	1,449	1,443	2,220
50 STATES, D.C. & P.R.	9,107	14,301	47,217	14,661	6,250	1,447	1,434	2,211

Please see data notes for an explanation of individual State differences.

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MULTIPLE DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	4.40	7.14	61.28	18.15	0.53	4.94	0.08	3.49
ALASKA	10.32	18.67	70.02	0.00	0.00	0.00	0.00	0.98
ARIZONA	13.80	9.32	51.01	10.14	7.83	5.15	0.37	2.39
ARKANSAS	5.35	14.22	57.84	2.67	9.23	0.00	7.90	2.79
CALIFORNIA	5.55	9.11	64.58	12.17	5.76	1.39	0.24	1.20
COLORADO	35.04	14.50	38.97	8.65	0.33	0.55	0.36	1.60
CONNECTICUT	17.06	22.33	41.47	11.67	5.15	0.12	1.48	0.71
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	33.33	66.67	0.00	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.78	1.16	94.57	3.10	0.39	.	.	.
IDAHO	18.11	17.06	57.48	1.31	0.00	4.20	0.26	1.57
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	4.84	2.06	63.24	14.75	0.00	8.71	4.23	2.18
IOWA	47.46	21.68	6.64	16.99	.	3.52	2.54	1.17
KANSAS	31.72	22.34	28.78	11.55	1.15	2.49	0.45	1.53
KENTUCKY	13.84	17.59	64.17	0.36	0.65	0.22	0.00	3.17
LOUISIANA	1.18	1.07	75.51	7.27	0.11	7.59	0.64	6.63
MAINE	21.62	30.23	42.86	1.34	1.12	0.05	1.61	1.18
MARYLAND	11.61	12.31	40.43	22.02	8.08	0.57	4.16	0.83
MASSACHUSETTS	13.24	11.82	37.30	6.89	16.79	.	8.27	5.68
MICHIGAN	3.54	2.65	36.86	54.01	.	0.13	0.04	2.77
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.50	4.00	58.25	16.25	0.00	16.50	0.50	4.00
MISSOURI	6.47	21.73	62.25	1.23	1.85	2.00	1.85	2.62
MONTANA	23.14	21.90	48.35	2.69	0.00	1.86	0.83	1.24
NEBRASKA	5.06	8.67	69.64	8.92	0.96	1.45	0.72	4.58
NEVADA	4.86	8.95	40.41	42.71	0.00	0.00	0.51	2.56
NEW HAMPSHIRE	17.25	11.40	16.67	38.30	5.56	0.00	9.06	1.75
NEW JERSEY	7.07	17.28	29.83	19.66	22.74	1.42	0.49	1.51
NEW MEXICO	8.40	14.64	68.68	0.00	0.00	4.74	0.00	3.55
NEW YORK	8.79	8.24	37.26	29.37	10.90	1.18	2.97	1.29
NORTH CAROLINA	3.64	6.10	53.40	16.47	3.71	6.45	8.34	1.89
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	2.93	21.62	69.29	5.37	0.00	0.00	0.00	0.79
OKLAHOMA	5.83	12.01	64.31	9.20	0.14	2.95	1.51	4.05
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	3.80	2.94	71.35	18.91	0.00	0.93	0.07	2.01
PUERTO RICO	2.02	7.52	36.62	7.92	2.26	1.62	0.81	41.23
RHODE ISLAND	0.51	8.67	58.16	0.00	28.06	0.00	4.59	0.00
SOUTH CAROLINA	0.96	30.77	50.96	16.03	0.00	.	0.00	1.28
SOUTH DAKOTA	11.56	24.34	33.27	1.83	4.46	7.71	14.60	2.23
TENNESSEE	2.68	6.24	62.84	10.13	9.03	5.15	0.05	3.89
TEXAS	4.41	26.03	58.76	6.73	0.21	1.00	0.03	2.82
UTAH	3.13	2.77	45.98	45.34	0.00	1.49	0.00	1.28
VERMONT	62.50	9.09	19.32	0.00	1.14	0.00	4.55	3.41
VIRGINIA	22.23	24.34	46.95	2.51	0.69	1.97	0.32	0.99
WASHINGTON	12.37	19.87	62.46	3.15	0.52	0.58	0.03	1.01
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	23.91	21.74	36.96	17.39	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	15.15	24.24	54.55	0.00	0.00	0.00	0.00	6.06
PALAU	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	73.17	0.00	0.00	0.00	19.51	7.32
BUR. OF INDIAN AFFAIRS	39.40	29.62	28.53	0.54	0.00	0.54	0.27	1.09
U.S. AND OUTLYING AREAS	9.54	14.85	48.80	15.11	6.43	1.49	1.49	2.29
50 STATES, D.C. & P.R.	9.42	14.80	48.86	15.17	6.47	1.50	1.48	2.29

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	365	205	154	29	1	214	0	1
ALASKA	81	52	66	1	0	0	0	0
ARIZONA	580	227	137	166	0	134	3	2
ARKANSAS	196	154	44	65	1	0	119	0
CALIFORNIA	2,867	1,266	3,431	127	91	836	14	11
COLORADO	645	78	172	53	0	79	0	1
CONNECTICUT	386	102	64	57	94	0	46	0
DELAWARE	24	141	3	12	0	0	1	0
DISTRICT OF COLUMBIA	10	11	18	4	3	0	0	0
FLORIDA	544	317	1,028	12	0	437	0	1
GEORGIA	344	280	407	147	3	105	0	0
HAWAII	134	83	107	44	.	.	.	.
IDAHO	149	43	22	1	0	96	0	0
ILLINOIS	542	806	1,256	69	16	275	21	1
INDIANA	707	132	369	125	0	118	7	2
IOWA	398	182	55	4	0	142	6	0
KANSAS	221	102	97	164	0	2	0	0
KENTUCKY	287	179	76	1	8	209	0	0
LOUISIANA	465	272	467	0	6	232	0	5
MAINE	146	58	20	41	1	12	0	1
MARYLAND	494	152	232	20	5	328	0	2
MASSACHUSETTS	551	100	354	38	255	.	92	5
MICHIGAN	1,277	497	757	52	.	112	1	14
MINNESOTA	1,052	218	159	99	2	154	1	0
MISSISSIPPI	131	200	153	5	1	125	0	3
MISSOURI	377	292	246	41	20	135	19	0
MONTANA	103	38	22	0	0	46	0	0
NEBRASKA	346	88	110	15	3	11	0	5
NEVADA	103	59	152	9	0	0	1	1
NEW HAMPSHIRE	61	20	15	139	1	0	22	0
NEW JERSEY	333	236	384	141	37	175	4	9
NEW MEXICO	162	64	126	2	0	89	0	11
NEW YORK	1,684	347	1,232	539	733	231	91	20
NORTH CAROLINA	922	351	257	12	2	416	0	5
NORTH DAKOTA	76	17	4	0	0	2	0	0
OHIO	956	595	594	118	0	165	0	3
OKLAHOMA	232	109	196	14	0	158	1	0
OREGON	151	45	5	3	10	100	0	0
PENNSYLVANIA	1,451	405	524	7	310	0	167	1
PUERTO RICO	55	346	256	12	123	0	0	0
RHODE ISLAND	41	31	16	100	1	0	1	0
SOUTH CAROLINA	355	257	245	22	1	.	0	2
SOUTH DAKOTA	67	21	3	34	1	27	1	2
TENNESSEE	521	174	389	42	4	152	7	6
TEXAS	860	1,712	2,129	70	2	395	0	44
UTAH	248	106	50	3	0	409	0	0
VERMONT	93	6	3	2	14	0	29	0
VIRGINIA	423	266	373	3	3	160	5	6
WASHINGTON	1,048	705	346	72	37	170	1	6
WEST VIRGINIA	104	143	47	22	1	58	0	2
WISCONSIN	542	156	340	60	1	136	0	3
WYOMING	85	48	26	0	0	3	2	0
AMERICAN SAMOA	0	10	0	0	0	0	0	0
GUAM	9	9	12	0	0	0	0	0
NORTHERN MARIANAS	4	4	0	0	0	0	0	0
PALAU	0	2	2	0	0	0	0	0
VIRGIN ISLANDS	5	0	19	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	21	13	7	0	0	0	0	0
U.S. AND OUTLYING AREAS	24,034	12,532	17,778	2,818	1,791	6,648	663	175
50 STATES, D.C. & P.R.	23,995	12,494	17,738	2,818	1,791	6,648	662	175

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

HEARING IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	37.67	21.16	15.89	2.99	0.10	22.08	0.00	0.10
ALASKA	40.50	26.00	33.00	0.50	0.00	0.00	0.00	0.00
ARIZONA	46.44	18.17	10.97	13.29	0.00	10.73	0.24	0.16
ARKANSAS	33.85	26.60	7.60	11.23	0.17	0.00	20.55	0.00
CALIFORNIA	33.17	14.65	39.70	1.47	1.05	9.67	0.16	0.13
COLORADO	62.74	7.59	16.73	5.16	0.00	7.68	0.00	0.10
CONNECTICUT	51.54	13.62	8.54	7.61	12.55	0.00	6.14	0.00
DELAWARE	13.26	77.90	1.66	6.63	0.00	0.00	0.55	0.00
DISTRICT OF COLUMBIA	21.74	23.91	39.13	8.70	6.52	0.00	0.00	0.00
FLORIDA	23.26	13.55	43.95	0.51	0.00	18.68	0.00	0.04
GEORGIA	26.75	21.77	31.65	11.43	0.23	8.16	0.00	0.00
HAWAII	36.41	22.55	29.08	11.96	.	.	.	.
IDAHO	47.91	13.83	7.07	0.32	0.00	30.87	0.00	0.00
ILLINOIS	18.15	26.99	42.06	2.31	0.54	9.21	0.70	0.03
INDIANA	48.42	9.04	25.27	8.56	0.00	8.08	0.48	0.14
IOWA	50.57	23.13	6.99	0.51	.	18.04	0.76	0.00
KANSAS	37.71	17.41	16.55	27.99	0.00	0.34	0.00	0.00
KENTUCKY	37.76	23.55	10.00	0.13	1.05	27.50	0.00	0.00
LOUISIANA	32.14	18.80	32.27	0.00	0.41	16.03	0.00	0.35
MAINE	52.33	20.79	7.17	14.70	0.36	4.30	0.00	0.36
MARYLAND	40.06	12.33	18.82	1.62	0.41	26.60	0.00	0.16
MASSACHUSETTS	39.50	7.17	25.38	2.72	18.28	.	6.59	0.36
MICHIGAN	47.12	18.34	27.93	1.92	.	4.13	0.04	0.52
MINNESOTA	62.43	12.94	9.44	5.88	0.12	9.14	0.06	0.00
MISSISSIPPI	21.20	32.36	24.76	0.81	0.16	20.23	0.00	0.49
MISSOURI	33.36	25.84	21.77	3.63	1.77	11.95	1.68	0.00
MONTANA	49.28	18.18	10.53	0.00	0.00	22.01	0.00	0.00
NEBRASKA	59.86	15.22	19.03	2.60	0.52	1.90	0.00	0.87
NEVADA	31.69	18.15	46.77	2.77	0.00	0.00	0.31	0.31
NEW HAMPSHIRE	23.64	7.75	5.81	53.88	0.39	0.00	8.53	0.00
NEW JERSEY	25.25	17.89	29.11	10.69	2.81	13.27	0.30	0.68
NEW MEXICO	35.68	14.10	27.75	0.44	0.00	19.60	0.00	2.42
NEW YORK	34.53	7.12	25.26	11.05	15.03	4.74	1.87	0.41
NORTH CAROLINA	46.92	17.86	13.08	0.61	0.10	21.17	0.00	0.25
NORTH DAKOTA	76.77	17.17	4.04	0.00	0.00	2.02	0.00	0.00
OHIO	39.33	24.48	24.43	4.85	0.00	6.79	0.00	0.12
OKLAHOMA	32.68	15.35	27.61	1.97	0.00	22.25	0.14	0.00
OREGON	48.09	14.33	1.59	0.96	3.18	31.85	0.00	0.00
PENNSYLVANIA	50.65	14.14	18.29	0.24	10.82	0.00	5.83	0.03
PUERTO RICO	6.94	43.69	32.32	1.52	15.53	0.00	0.00	0.00
RHODE ISLAND	21.58	16.32	8.42	52.63	0.53	0.00	0.53	0.00
SOUTH CAROLINA	40.25	29.14	27.78	2.49	0.11	.	0.00	0.23
SOUTH DAKOTA	42.95	13.46	1.92	21.79	0.64	17.31	0.64	1.28
TENNESSEE	40.23	13.44	30.04	3.24	0.31	11.74	0.54	0.46
TEXAS	16.50	32.85	40.85	1.34	0.04	7.58	0.00	0.84
UTAH	30.39	12.99	6.13	0.37	0.00	50.12	0.00	0.00
VERMONT	63.27	4.08	2.04	1.36	9.52	0.00	19.73	0.00
VIRGINIA	34.14	21.47	30.10	0.24	0.24	12.91	0.40	0.48
WASHINGTON	43.94	29.56	14.51	3.02	1.55	7.13	0.04	0.25
WEST VIRGINIA	27.59	37.93	12.47	5.84	0.27	15.38	0.00	0.53
WISCONSIN	43.78	12.60	27.46	4.85	0.08	10.99	0.00	0.24
WYOMING	51.83	29.27	15.85	0.00	0.00	1.83	1.22	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	30.00	30.00	40.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	20.00	0.00	76.00	0.00	0.00	0.00	4.00	0.00
BUR. OF INDIAN AFFAIRS	51.22	31.71	17.07	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	36.17	18.86	26.76	4.24	2.70	10.01	1.00	0.26
50 STATES, D.C. & P.R.	36.18	18.84	26.75	4.25	2.70	10.02	1.00	0.26

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	268	129	127	5	0	0	0	8
ALASKA	44	19	16	0	0	0	0	0
ARIZONA	376	106	258	0	0	0	0	8
ARKANSAS	62	53	31	0	5	0	0	1
CALIFORNIA	2,863	1,133	4,986	1,045	63	0	0	163
COLORADO	2,318	359	197	23	2	0	5	32
CONNECTICUT	169	23	26	3	1	0	0	1
DELAWARE	131	197	61	55	0	0	1	50
DISTRICT OF COLUMBIA	0	14	0	71	1	0	0	0
FLORIDA	1,067	677	2,037	150	13	1	0	114
GEORGIA	246	247	307	0	0	0	0	3
HAWAII	81	29	42	0		.	.	7
IDAHO	90	33	10	0	0	0	0	0
ILLINOIS	599	590	925	276	10	25	1	115
INDIANA	738	52	178	9	0	0	0	2
IOWA	647	294	89	14	.	1	13	18
KANSAS	370	64	54	1	8	0	0	13
KENTUCKY	215	136	65	0	1	0	0	9
LOUISIANA	341	306	589	9	0	14	0	31
MAINE	74	16	6	0	0	0	0	1
MARYLAND	202	100	160	20	35	0	0	1
MASSACHUSETTS	616	59	163	5	65	.	8	35
MICHIGAN	4,263	1,866	1,623	175	.	2	4	65
MINNESOTA	922	314	88	39	7	0	0	10
MISSISSIPPI	127	424	491	38	1	3	3	114
MISSOURI	131	399	202	7	5	0	4	6
MONTANA	49	8	4	1	0	0	0	2
NEBRASKA	328	82	60	2	0	0	1	29
NEVADA	127	40	33	7	0	0	0	8
NEW HAMPSHIRE	68	45	36	11	2	0	0	1
NEW JERSEY	245	100	90	139	60	0	1	4
NEW MEXICO	186	87	165	0	0	0	0	4
NEW YORK	1,556	236	616	84	119	6	5	19
NORTH CAROLINA	553	190	206	19	3	0	0	11
NORTH DAKOTA	85	14	19	0	2	0	5	0
OHIO	962	497	653	60	0	0	0	102
OKLAHOMA	249	54	63	3	0	0	0	4
OREGON	319	66	34	3	0	1	1	7
PENNSYLVANIA	178	139	635	126	128	0	22	8
PUERTO RICO	131	241	37	6	104	1	3	25
RHODE ISLAND	44	55	41	0	8	0	1	0
SOUTH CAROLINA	189	274	265	19	2	0	0	13
SOUTH DAKOTA	75	21	10	0	0	0	6	0
TENNESSEE	382	192	374	97	5	0	0	113
TEXAS	841	2,002	1,857	84	2	5	0	299
UTAH	55	38	53	5	0	0	0	0
VERMONT	67	5	3	0	1	0	0	1
VIRGINIA	251	215	279	7	8	0	0	12
WASHINGTON	590	258	179	6	1	0	1	6
WEST VIRGINIA	107	58	45	0	0	1	0	8
WISCONSIN	635	291	449	5	0	0	1	16
WYOMING	88	45	15	0	0	0	0	3
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	19	0	2	0	0	0	0	0
NORTHERN MARIANAS	10	1	1	0	0	0	0	0
PALAU	2	1	1	0	0	0	0	0
VIRGIN ISLANDS	1	0	5	0	0	0	1	2
BUR. OF INDIAN AFFAIRS	5	7	2	5	0	0	0	0
U.S. AND OUTLYING AREAS	25,357	12,901	18,964	2,634	662	60	87	1,504
50 STATES, D.C. & P.R.	25,320	12,892	18,952	2,629	662	60	86	1,502

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	49.91	24.02	23.65	0.93	0.00	0.00	0.00	1.49
ALASKA	55.70	24.05	20.25	0.00	0.00	0.00	0.00	0.00
ARIZONA	50.27	14.17	34.49	0.00	0.00	0.00	0.00	1.07
ARKANSAS	40.79	34.87	20.39	0.00	3.29	0.00	0.00	0.66
CALIFORNIA	27.92	11.05	48.63	10.19	0.61	0.00	0.00	1.59
COLORADO	78.95	12.23	6.71	0.78	0.07	0.00	0.17	1.09
CONNECTICUT	75.78	10.31	11.66	1.35	0.45	0.00	0.00	0.45
DELAWARE	26.46	39.80	12.32	11.11	0.00	0.00	0.20	10.10
DISTRICT OF COLUMBIA	0.00	16.28	0.00	82.56	1.16	0.00	0.00	0.00
FLORIDA	26.29	16.68	50.18	3.70	0.32	0.02	0.00	2.81
GEORGIA	30.64	30.76	38.23	0.00	0.00	0.00	0.00	0.37
HAWAII	50.94	18.24	26.42	0.00	.	.	.	4.40
IDAHO	67.67	24.81	7.52	0.00	0.00	0.00	0.00	0.00
ILLINOIS	23.57	23.22	36.40	10.86	0.39	0.98	0.04	4.53
INDIANA	75.38	5.31	18.18	0.92	0.00	0.00	0.00	0.20
IOWA	60.13	27.32	8.27	1.30	.	0.09	1.21	1.67
KANSAS	72.55	12.55	10.59	0.20	1.57	0.00	0.00	2.55
KENTUCKY	50.47	31.92	15.26	0.00	0.23	0.00	0.00	2.11
LOUISIANA	26.43	23.72	45.66	0.70	0.00	1.09	0.00	2.40
MAINE	75.29	16.49	6.19	0.00	0.00	0.00	0.00	1.03
MARYLAND	39.00	19.31	30.89	3.86	6.76	0.00	0.00	0.19
MASSACHUSETTS	64.77	6.20	17.14	0.53	6.83	.	0.84	3.68
MICHIGAN	53.30	23.33	20.29	2.19	.	0.03	0.05	0.81
MINNESOTA	66.81	22.75	6.38	2.83	0.51	0.00	0.00	0.72
MISSISSIPPI	10.57	35.30	40.88	3.16	0.08	0.25	0.25	9.49
MISSOURI	17.37	52.92	26.79	0.93	0.66	0.00	0.53	0.80
MONTANA	76.56	12.50	6.25	1.56	0.00	0.00	0.00	3.13
NEBRASKA	65.34	16.33	11.95	0.40	0.00	0.00	0.20	5.78
NEVADA	59.07	18.60	15.35	3.26	0.00	0.00	0.00	3.72
NEW HAMPSHIRE	41.72	27.61	22.09	6.75	1.23	0.00	0.00	0.61
NEW JERSEY	38.34	15.65	14.08	21.75	9.39	0.00	0.16	0.63
NEW MEXICO	42.08	19.68	37.33	0.00	0.00	0.00	0.00	0.90
NEW YORK	58.92	8.94	23.32	3.18	4.51	0.23	0.19	0.72
NORTH CAROLINA	56.31	19.35	20.98	1.93	0.31	0.00	0.00	1.12
NORTH DAKOTA	68.00	11.20	15.20	0.00	1.60	0.00	4.00	0.00
OHIO	42.30	21.86	28.72	2.64	0.00	0.00	0.00	4.49
OKLAHOMA	66.76	14.48	16.89	0.80	0.00	0.00	0.00	1.07
OREGON	74.01	15.31	7.89	0.70	0.00	0.23	0.23	1.62
PENNSYLVANIA	14.40	11.25	51.38	10.19	10.36	0.00	1.78	0.65
PUERTO RICO	23.91	43.98	6.75	1.09	18.98	0.18	0.55	4.56
RHODE ISLAND	29.53	36.91	27.52	0.00	5.37	0.00	0.67	0.00
SOUTH CAROLINA	24.80	35.96	34.78	2.49	0.26	.	0.00	1.71
SOUTH DAKOTA	66.96	18.75	8.93	0.00	0.00	0.00	5.36	0.00
TENNESSEE	32.85	16.51	32.16	8.34	0.43	0.00	0.00	9.72
TEXAS	16.52	39.33	36.48	1.65	0.04	0.10	0.00	5.87
UTAH	36.42	25.17	35.10	3.31	0.00	0.00	0.00	0.00
VERMONT	87.01	6.49	3.90	0.00	1.30	0.00	0.00	1.30
VIRGINIA	32.51	27.85	36.14	0.91	1.04	0.00	0.00	1.55
WASHINGTON	56.73	24.81	17.21	0.58	0.10	0.00	0.00	0.58
WEST VIRGINIA	48.86	26.48	20.55	0.00	0.00	0.00	0.46	3.65
WISCONSIN	45.45	20.83	32.14	0.36	0.00	0.07	0.00	1.15
WYOMING	57.89	29.61	9.87	0.00	0.00	0.00	0.66	1.97
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	90.48	0.00	9.52	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	83.33	8.33	8.33	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	25.00	25.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	11.11	0.00	55.56	0.00	0.00	0.00	11.11	22.22
BUR. OF INDIAN AFFAIRS	26.32	36.84	10.53	26.32	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	40.79	20.75	30.50	4.24	1.06	0.10	0.14	2.42
50 STATES, D.C. & P.R.	40.77	20.76	30.52	4.23	1.07	0.10	0.14	2.42

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SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	704	535	180	21	1	0	0	34
ALASKA	165	100	55	0	0	0	0	0
ARIZONA	342	219	88	2	0	0	0	26
ARKANSAS	875	1,139	278	3	28	0	2	24
CALIFORNIA	7,479	1,503	2,168	104	196	0	11	249
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	2,312	536	268	16	29	0	19	20
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	3	18	0	103	11	0	0	1,153
FLORIDA	163	188	186	5	40	1	0	19
GEORGIA	1,322	1,676	983	2	1	2	2	19
HAWAII	165	129	128	0	.	9	0	63
IDAHO	403	129	60	3	1	0	0	4
ILLINOIS	476	1,107	715	88	19	3	3	883
INDIANA	666	206	279	17	0	0	4	11
IOWA	7	3	1	0	.	0	1	0
KANSAS	1,261	643	227	14	1	3	0	32
KENTUCKY	752	722	113	4	1	1	1	8
LOUISIANA	1,521	1,291	1,602	16	5	12	1	62
MAINE	491	368	94	3	4	0	0	7
MARYLAND	1,421	782	649	65	75	5	8	32
MASSACHUSETTS	345	110	120	13	45	.	23	548
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	2,495	801	158	43	3	2	5	18
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	1,221	959	438	7	16	0	16	63
MONTANA	265	196	35	0	1	0	3	29
NEBRASKA	642	310	209	7	3	0	2	49
NEVADA	286	121	43	4	1	0	0	4
NEW HAMPSHIRE	1,079	439	364	45	25	5	33	15
NEW JERSEY	334	136	53	18	12	1	0	110
NEW MEXICO	317	285	304	0	0	2	0	11
NEW YORK	5,816	1,966	2,539	374	98	6	20	110
NORTH CAROLINA	3,510	1,686	969	24	16	8	0	69
NORTH DAKOTA	181	45	14	2	2	0	2	3
OHIO	1,090	181	64	32	0	0	0	1,575
OKLAHOMA	391	212	119	7	3	0	0	21
OREGON	1,275	397	192	26	33	5	6	31
PENNSYLVANIA	226	165	68	1	0	0	0	4
PUERTO RICO	168	392	75	6	7	1	11	129
RHODE ISLAND	397	155	160	0	9	0	0	113
SOUTH CAROLINA	263	796	145	2	1	.	0	13
SOUTH DAKOTA	133	53	10	0	3	0	3	1
TENNESSEE	3,582	2,086	815	58	29	4	18	668
TEXAS	3,733	10,590	6,138	239	2	3	1	1,994
UTAH	198	230	196	14	0	0	0	38
VERMONT	487	23	16	2	4	0	7	9
VIRGINIA	1,801	1,454	818	5	17	13	5	35
WASHINGTON	6,430	4,730	2,402	79	54	4	5	57
WEST VIRGINIA	349	326	69	0	0	1	1	8
WISCONSIN	640	455	234	8	0	1	0	45
WYOMING	256	178	70	1	2	11	5	9
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	23	4	6	0	0	0	1	0
NORTHERN MARIANAS	2	3	2	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	6
VIRGIN ISLANDS	2	1	8	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	30	34	3	0	0	0	0	0
U.S. AND OUTLYING AREAS	58,495	40,813	24,932	1,483	798	103	219	8,412
50 STATES, D.C. & P.R.	58,438	40,771	24,911	1,483	798	103	218	8,406

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	47.73	36.27	12.20	1.42	0.07	0.00	0.00	2.31
ALASKA	51.56	31.25	17.19	0.00	0.00	0.00	0.00	0.00
ARIZONA	50.52	32.35	13.00	0.30	0.00	0.00	0.00	3.84
ARKANSAS	37.25	48.49	11.83	0.13	1.19	0.00	0.09	1.02
CALIFORNIA	63.87	12.84	18.51	0.89	1.67	0.00	0.09	2.13
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	72.25	16.75	8.38	0.50	0.91	0.00	0.59	0.63
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	2.22	13.33	0.00	76.30	8.15	0.00	0.00	0.00
FLORIDA	9.39	10.83	10.71	0.29	2.30	0.06	0.00	66.42
GEORGIA	32.99	41.83	24.53	0.05	0.02	0.05	0.05	0.47
HAWAII	33.40	26.11	25.91	0.00	.	1.82	.	12.75
IDAHO	67.17	21.50	10.00	0.50	0.17	0.00	0.00	0.67
ILLINOIS	14.45	33.61	21.71	2.67	0.58	0.09	0.09	26.81
INDIANA	56.30	17.41	23.58	1.44	0.00	0.00	0.34	0.93
IOWA	58.33	25.00	8.33	0.00	.	0.00	8.33	0.00
KANSAS	57.82	29.48	10.41	0.64	0.05	0.14	0.00	1.47
KENTUCKY	46.94	45.07	7.05	0.25	0.06	0.06	0.06	0.50
LOUISIANA	33.73	28.63	35.52	0.35	0.11	0.27	0.02	1.37
MAINE	50.78	38.06	9.72	0.31	0.41	0.00	0.00	0.72
MARYLAND	46.79	25.75	21.37	2.14	2.47	0.16	0.26	1.05
MASSACHUSETTS	28.65	9.14	9.97	1.08	3.74	.	1.91	45.51
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	70.78	22.72	4.48	1.22	0.09	0.06	0.14	0.51
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	44.89	35.26	16.10	0.26	0.59	0.00	0.59	2.32
MONTANA	50.09	37.05	6.62	0.00	0.19	0.00	0.57	5.48
NEBRASKA	52.54	25.37	17.10	0.57	0.25	0.00	0.16	4.01
NEVADA	62.31	26.36	9.37	0.87	0.22	0.00	0.00	0.87
NEW HAMPSHIRE	53.82	21.90	18.15	2.24	1.25	0.25	1.65	0.75
NEW JERSEY	50.30	20.48	7.98	2.71	1.81	0.15	0.00	16.57
NEW MEXICO	34.49	31.01	33.08	0.00	0.00	0.22	0.00	1.20
NEW YORK	53.22	17.99	23.23	3.42	0.90	0.05	0.18	1.01
NORTH CAROLINA	55.87	26.84	15.43	0.38	0.25	0.13	0.00	1.10
NORTH DAKOTA	72.69	18.07	5.62	0.80	0.80	0.00	0.80	1.20
OHIO	37.05	6.15	2.18	1.09	0.00	0.00	0.00	53.54
OKLAHOMA	51.93	28.15	15.80	0.93	0.40	0.00	0.00	2.79
OREGON	64.89	20.20	9.77	1.32	1.68	0.25	0.31	1.58
PENNSYLVANIA	48.71	35.56	14.66	0.22	0.00	0.00	0.00	0.86
PUERTO RICO	21.29	49.68	9.51	0.76	0.89	0.13	1.39	16.35
RHODE ISLAND	47.60	18.59	19.18	0.00	1.08	0.00	0.00	13.55
SOUTH CAROLINA	21.56	65.25	11.89	0.16	0.08	.	0.00	1.07
SOUTH DAKOTA	65.52	26.11	4.93	0.00	1.48	0.00	1.48	0.49
TENNESSEE	49.34	28.73	11.23	0.80	0.40	0.06	0.25	9.20
TEXAS	16.44	46.65	27.04	1.05	0.01	0.01	0.00	8.78
UTAH	29.29	34.02	28.99	2.07	0.00	0.00	0.00	5.62
VERMONT	88.87	4.20	2.92	0.36	0.73	0.00	1.28	1.64
VIRGINIA	43.42	35.05	19.72	0.12	0.41	0.31	0.12	0.84
WASHINGTON	46.73	34.37	17.46	0.57	0.39	0.03	0.04	0.41
WEST VIRGINIA	46.29	43.24	9.15	0.00	0.00	0.13	0.13	1.06
WISCONSIN	46.28	32.90	16.92	0.58	0.00	0.07	0.00	3.25
WYOMING	48.12	33.46	13.16	0.19	0.38	2.07	0.94	1.69
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	67.65	11.76	17.65	0.00	0.00	0.00	2.94	0.00
NORTHERN MARIANAS	28.57	42.86	28.57	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	11.76	5.88	47.06	0.00	0.00	0.00	0.00	35.29
BUR. OF INDIAN AFFAIRS	44.78	50.75	4.48	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	43.25	30.17	18.43	1.10	0.59	0.08	0.16	6.22
50 STATES, D.C. & P.R.	43.25	30.17	18.44	1.10	0.59	0.08	0.16	6.22

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	-NUMBER-							
ALABAMA	195	59	30	40	0	83	0	0
ALASKA	34	9	4	0	1	0	0	0
ARIZONA	277	74	51	2	0	60	0	5
ARKANSAS	58	44	10	31	0	0	40	0
CALIFORNIA	1,365	595	1,274	75	21	100	1	22
COLORADO	236	34	6	19	0	23	0	0
CONNECTICUT	252	55	130	33	20	2	5	12
DELAWARE	60	44	6	2	0	0	0	2
DISTRICT OF COLUMBIA	1	22	10	0	0	0	0	0
FLORIDA	421	144	158	25	2	149	0	2
GEORGIA	257	106	46	4	0	100	0	0
HAWAII	48	16	12	0	.	.	.	.
IDAHO	55	14	7	0	0	8	0	0
ILLINOIS	403	447	187	12	3	89	0	1
INDIANA	466	24	63	89	0	83	0	1
IOWA	83	37	12	2	0	50	2	0
KANSAS	165	25	6	22	0	1	0	0
KENTUCKY	285	46	21	2	1	77	0	1
LOUISIANA	184	89	160	2	0	41	0	0
MAINE	78	15	6	0	0	0	1	0
MARYLAND	202	59	61	10	5	0	31	1
MASSACHUSETTS	383	95	89	5	25	.	25	3
MICHIGAN	524	133	135	16	.	13	0	8
MINNESOTA	269	35	10	9	1	51	0	2
MISSISSIPPI	25	62	59	1	1	63	0	3
MISSOURI	103	159	42	40	6	30	0	2
MONTANA	31	22	4	0	0	15	0	0
NEBRASKA	144	44	14	3	0	9	1	3
NEVADA	50	41	7	0	0	0	0	0
NEW HAMPSHIRE	18	4	1	91	0	0	4	0
NEW JERSEY	249	41	22	2	19	0	0	1
NEW MEXICO	67	38	44	0	0	39	0	0
NEW YORK	708	114	320	112	161	5	7	6
NORTH CAROLINA	339	123	49	1	3	72	0	2
NORTH DAKOTA	43	4	3	1	0	0	1	0
OHIO	589	154	119	20	0	100	0	2
OKLAHOMA	131	46	45	19	0	53	0	0
OREGON	76	3	6	1	5	33	0	2
PENNSYLVANIA	823	90	128	14	198	0	77	10
PUERTO RICO	42	389	45	48	6	11	1	3
RHODE ISLAND	31	17	20	0	1	0	1	0
SOUTH CAROLINA	161	130	52	14	1	.	0	2
SOUTH DAKOTA	29	5	5	2	0	13	1	0
TENNESSEE	577	176	80	6	1	88	0	9
TEXAS	494	982	576	41	1	156	0	34
UTAH	90	35	41	1	0	176	0	2
VERMONT	33	1	0	0	0	0	0	0
VIRGINIA	318	109	23	0	4	45	0	1
WASHINGTON	163	75	41	5	1	54	0	2
WEST VIRGINIA	84	40	6	25	0	42	1	1
WISCONSIN	248	39	36	22	1	40	1	0
WYOMING	34	13	8	0	0	1	0	0
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	10	2	2	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	0	3	0	0	0	0	0
VIRGIN ISLANDS	6	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4	6	1	0	0	3	1	0
U.S. AND OUTLYING AREAS	12,021	5,186	4,299	869	488	1,978	201	145
50 STATES, D.C. & P.R.	12,001	5,177	4,290	869	488	1,975	200	145

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

VISUAL IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	47.91	14.50	7.37	9.83	0.00	20.39	0.00	0.00
ALASKA	70.83	18.75	8.33	0.00	2.08	0.00	0.00	0.00
ARIZONA	59.06	15.78	10.87	0.43	0.00	12.79	0.00	1.07
ARKANSAS	31.69	24.04	5.46	16.94	0.00	0.00	21.86	0.00
CALIFORNIA	39.53	17.23	36.90	2.17	0.61	2.90	0.03	0.64
COLORADO	74.21	10.69	1.89	5.97	0.00	7.23	0.00	0.00
CONNECTICUT	49.51	10.81	25.54	6.48	3.93	0.39	0.98	2.36
DELAWARE	52.63	38.60	5.26	1.75	0.00	0.00	0.00	1.75
DISTRICT OF COLUMBIA	3.03	66.67	30.30	0.00	0.00	0.00	0.00	0.00
FLORIDA	46.73	15.98	17.54	2.77	0.22	16.54	0.00	0.22
GEORGIA	50.10	20.66	8.97	0.78	0.00	19.49	0.00	0.00
HAWAII	63.16	21.05	15.79	0.00	.	.	.	.
IDAHO	65.48	16.67	8.33	0.00	0.00	9.52	0.00	0.00
ILLINOIS	35.29	39.14	16.37	1.05	0.26	7.79	0.00	0.09
INDIANA	64.19	3.31	8.68	12.26	0.00	11.43	0.00	0.14
IOWA	44.62	19.89	6.45	1.08	.	26.88	1.08	0.00
KANSAS	75.34	11.42	2.74	10.05	0.00	0.46	0.00	0.00
KENTUCKY	65.82	10.62	4.85	0.46	0.23	17.78	0.00	0.23
LOUISIANA	38.66	18.70	33.61	0.42	0.00	8.61	0.00	0.00
MAINE	78.00	15.00	6.00	0.00	0.00	0.00	1.00	0.00
MARYLAND	54.74	15.99	16.53	2.71	1.36	0.00	8.40	0.27
MASSACHUSETTS	61.28	15.20	14.24	0.80	4.00	.	4.00	0.48
MICHIGAN	63.21	16.04	16.28	1.93	.	1.57	0.00	0.97
MINNESOTA	71.35	9.28	2.65	2.39	0.27	13.53	0.00	0.53
MISSISSIPPI	11.68	28.97	27.57	0.47	0.47	29.44	0.00	1.40
MISSOURI	26.96	41.62	10.99	10.47	1.57	7.85	0.00	0.52
MONTANA	43.06	30.56	5.56	0.00	0.00	20.83	0.00	0.00
NEBRASKA	66.06	20.18	6.42	1.38	0.00	4.13	0.46	1.38
NEVADA	51.02	41.84	7.14	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	15.25	3.39	0.85	77.12	0.00	0.00	3.39	0.00
NEW JERSEY	74.55	12.28	6.59	0.60	5.69	0.00	0.00	0.30
NEW MEXICO	35.64	20.21	23.40	0.00	0.00	20.74	0.00	0.00
NEW YORK	49.41	7.96	22.33	7.82	11.24	0.35	0.49	0.42
NORTH CAROLINA	57.56	20.88	8.32	0.17	0.51	12.22	0.00	0.34
NORTH DAKOTA	82.69	7.69	5.77	1.92	0.00	0.00	1.92	0.00
OHIO	59.86	15.65	12.09	2.03	0.00	10.16	0.00	0.20
OKLAHOMA	44.56	15.65	15.31	6.46	0.00	18.03	0.00	0.00
OREGON	60.32	2.38	4.76	0.79	3.97	26.19	0.00	1.59
PENNSYLVANIA	61.42	6.72	9.55	1.04	14.78	0.00	5.75	0.75
PUERTO RICO	7.71	71.38	8.26	8.81	1.10	2.02	0.18	0.55
RHODE ISLAND	44.29	24.29	28.57	0.00	1.43	0.00	1.43	0.00
SOUTH CAROLINA	44.72	36.11	14.44	3.89	0.28	.	0.00	0.56
SOUTH DAKOTA	52.73	9.09	9.09	3.64	0.00	23.64	1.82	0.00
TENNESSEE	61.58	18.78	8.54	0.64	0.11	9.39	0.00	0.96
TEXAS	21.63	42.99	25.22	1.80	0.04	6.83	0.00	1.49
UTAH	26.09	10.14	11.88	0.29	0.00	51.01	0.00	0.58
VERMONT	97.06	2.94	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	63.60	21.80	4.60	0.00	0.80	9.00	0.00	0.20
WASHINGTON	47.80	21.99	12.02	1.47	0.29	15.84	0.00	0.59
WEST VIRGINIA	42.21	20.10	3.02	12.56	0.00	21.11	0.50	0.50
WISCONSIN	64.08	10.08	9.30	5.68	0.26	10.34	0.26	0.00
WYOMING	60.71	23.21	14.29	0.00	0.00	1.79	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	71.43	14.29	14.29	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	26.67	40.00	6.67	0.00	0.00	20.00	6.67	0.00
U.S. AND OUTLYING AREAS	47.73	20.59	17.07	3.45	1.94	7.85	0.80	0.58
50 STATES, D.C. & P.R.	47.73	20.59	17.06	3.46	1.94	7.85	0.80	0.58

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

AUTISM

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	47	46	105	47	0	2	39	0
ALASKA	11	11	32	0	0	0	0	0
ARIZONA	67	23	163	14	58	0	0	1
ARKANSAS	27	41	118	0	16	0	0	2
CALIFORNIA	229	210	2,002	284	313	0	13	13
COLORADO	32	11	36	1	0	0	0	0
CONNECTICUT	88	74	113	65	44	0	9	0
DELAWARE	0	90	12	33	0	0	0	0
DISTRICT OF COLUMBIA	0	0	25	4	44	0	0	0
FLORIDA	42	31	878	239	9	0	0	4
GEORGIA	37	60	376	18	0	0	2	0
HAWAII	5	14	73	1	.	.	.	.
IDAHO	36	23	47	1	0	0	0	0
ILLINOIS	69	110	529	110	221	0	26	0
INDIANA	240	64	563	45	1	6	10	3
IOWA	189	86	27	9	.	1	2	0
KANSAS	72	35	114	10	3	1	6	1
KENTUCKY	50	61	102	1	0	0	0	2
LOUISIANA	12	22	565	14	0	20	0	3
MAINE	41	26	44	1	2	0	3	2
MARYLAND	56	72	245	76	42	1	19	1
MASSACHUSETTS	28	5	239	40	131	.	148	5
MICHIGAN	330	217	774	433	.	4	0	4
MINNESOTA	213	172	256	21	1	0	0	1
MISSISSIPPI	2	11	106	16	1	0	2	2
MISSOURI	125	93	349	3	7	0	6	2
MONTANA	16	14	41	1	0	0	0	1
NEBRASKA	31	22	49	4	0	0	1	0
NEVADA	12	17	46	8	0	0	1	0
NEW HAMPSHIRE	12	11	11	2	2	0	2	0
NEW JERSEY	26	40	121	232	464	52	12	11
NEW MEXICO	8	4	78	0	0	0	0	0
NEW YORK	173	70	363	1,449	272	21	101	11
NORTH CAROLINA	113	65	910	120	4	29	0	5
NORTH DAKOTA	14	10	9	1	3	1	7	0
OHIO	68	35	95	4	0	0	0	0
OKLAHOMA	30	44	124	4	0	0	1	2
OREGON	147	25	42	5	1	2	3	2
PENNSYLVANIA	58	80	904	87	79	1	11	5
PUERTO RICO	5	22	254	28	8	0	0	20
RHODE ISLAND	1	6	40	0	21	0	5	1
SOUTH CAROLINA	6	24	145	12	0	0	0	0
SOUTH DAKOTA	17	12	21	0	1	2	13	0
TENNESSEE	36	43	331	37	13	2	0	3
TEXAS	124	429	1,670	84	6	4	4	13
UTAH	25	6	110	27	0	4	0	0
VERMONT	45	5	1	1	0	0	1	0
VIRGINIA	30	72	587	90	19	10	30	0
WASHINGTON	57	55	145	2	2	0	0	0
WEST VIRGINIA	23	35	69	2	0	0	1	0
WISCONSIN	79	72	282	17	0	2	0	0
WYOMING	3	9	14	0	0	3	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	4	0	0	0	0	1	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	3	0	3	0	0	0	1	3
BUR. OF INDIAN AFFAIRS	2	0	2	1	0	0	0	0
U.S. AND OUTLYING AREAS	3,212	2,840	14,360	3,704	1,788	168	480	123
50 STATES, D.C. & P.R.	3,207	2,835	14,355	3,703	1,788	168	478	120

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

AUTISM

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	16.43	16.08	36.71	16.43	0.00	0.70	13.64	0.00
ALASKA	20.37	20.37	59.26	0.00	0.00	0.00	0.00	0.00
ARIZONA	20.55	7.06	50.00	4.29	17.79	0.00	0.00	0.31
ARKANSAS	13.24	20.10	57.84	0.00	7.84	0.00	0.00	0.98
CALIFORNIA	7.47	6.85	65.34	9.27	10.22	0.00	0.42	0.42
COLORADO	40.00	13.75	45.00	1.25	0.00	0.00	0.00	0.00
CONNECTICUT	22.39	18.83	28.75	16.54	11.20	0.00	2.29	0.00
DELAWARE	0.00	66.67	8.89	24.44	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	34.25	5.48	60.27	0.00	0.00	0.00
FLORIDA	3.49	2.58	72.98	19.87	0.75	0.00	0.00	0.33
GEORGIA	7.51	12.17	76.27	3.65	0.00	0.00	0.41	0.00
HAWAII	5.38	15.05	78.49	1.08	.	.	.	.
IDAHO	33.64	21.50	43.93	0.93	0.00	0.00	0.00	0.00
ILLINOIS	6.48	10.33	49.67	10.33	20.75	0.00	2.44	0.00
INDIANA	25.75	6.87	60.41	4.83	0.11	0.64	1.07	0.32
IOWA	60.19	27.39	8.60	2.87	.	0.32	0.64	0.00
KANSAS	29.75	14.46	47.11	4.13	1.24	0.41	2.48	0.41
KENTUCKY	23.15	28.24	47.22	0.46	0.00	0.00	0.00	0.93
LOUISIANA	1.89	3.46	88.84	2.20	0.00	3.14	0.00	0.47
MAINE	34.45	21.85	36.97	0.84	1.68	0.00	2.52	1.68
MARYLAND	10.94	14.06	47.85	14.84	8.20	0.20	3.71	0.20
MASSACHUSETTS	4.70	0.84	40.10	6.71	21.98	.	24.83	0.84
MICHIGAN	18.73	12.32	43.93	24.57	.	0.23	0.00	0.23
MINNESOTA	32.08	25.90	38.55	3.16	0.15	0.00	0.00	0.15
MISSISSIPPI	1.43	7.86	75.71	11.43	0.71	0.00	1.43	1.43
MISSOURI	21.37	15.90	59.66	0.51	1.20	0.00	1.03	0.34
MONTANA	21.92	19.18	56.16	1.37	0.00	0.00	0.00	1.37
NEBRASKA	28.97	20.56	45.79	3.74	0.00	0.00	0.93	0.00
NEVADA	14.29	20.24	54.76	9.52	0.00	0.00	1.19	0.00
NEW HAMPSHIRE	30.00	27.50	27.50	5.00	5.00	0.00	5.00	0.00
NEW JERSEY	2.71	4.18	12.63	24.22	48.43	5.43	1.25	1.15
NEW MEXICO	8.89	4.44	86.67	0.00	0.00	0.00	0.00	0.00
NEW YORK	7.03	2.85	14.76	58.90	11.06	0.85	4.11	0.45
NORTH CAROLINA	9.07	5.22	73.03	9.63	0.32	2.33	0.00	0.40
NORTH DAKOTA	31.11	22.22	20.00	2.22	6.67	2.22	15.56	0.00
OHIO	33.66	17.33	47.03	1.98	0.00	0.00	0.00	0.00
OKLAHOMA	14.63	21.46	60.49	1.95	0.00	0.00	0.49	0.98
OREGON	64.76	11.01	18.50	2.20	0.44	0.88	1.32	0.88
PENNSYLVANIA	4.73	6.53	73.80	7.10	6.45	0.08	0.90	0.41
PUERTO RICO	1.48	6.53	75.37	8.31	2.37	0.00	0.00	5.93
RHODE ISLAND	1.35	8.11	54.05	0.00	28.38	0.00	6.76	1.35
SOUTH CAROLINA	3.21	12.83	77.54	6.42	0.00	.	0.00	0.00
SOUTH DAKOTA	25.76	18.18	31.82	0.00	1.52	3.03	19.70	0.00
TENNESSEE	7.74	9.25	71.18	7.96	2.80	0.43	0.00	0.65
TEXAS	5.31	18.38	71.55	3.60	0.26	0.17	0.17	0.56
UTAH	14.53	3.49	63.95	15.70	0.00	2.33	0.00	0.00
VERMONT	84.91	9.43	1.89	1.89	0.00	0.00	1.89	0.00
VIRGINIA	3.58	8.59	70.05	10.74	2.27	1.19	3.58	0.00
WASHINGTON	21.84	21.07	55.56	0.77	0.77	0.00	0.00	0.00
WEST VIRGINIA	17.69	26.92	53.08	1.54	0.00	0.00	0.77	0.00
WISCONSIN	17.48	15.93	62.39	3.76	0.00	0.44	0.00	0.00
WYOMING	10.34	31.03	48.28	0.00	0.00	10.34	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	80.00	0.00	0.00	0.00	0.00	20.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	30.00	0.00	30.00	0.00	0.00	0.00	10.00	30.00
BUR. OF INDIAN AFFAIRS	40.00	0.00	40.00	20.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	12.04	10.65	53.83	13.89	6.70	0.63	1.80	0.46
50 STATES, D.C. & P.R.	12.03	10.64	53.86	13.89	6.71	0.63	1.79	0.45

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

DEAF-BLINDNESS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1	0	3	0	0	4	0	0
ALASKA	4	0	2	0	0	0	0	0
ARIZONA	4	4	17	13	5	22	0	3
ARKANSAS	0	0	6	6	0	0	5	0
CALIFORNIA	14	14	106	16	7	7	1	1
COLORADO	18	7	23	11	1	4	0	2
CONNECTICUT	6	6	3	3	3	0	2	0
DELAWARE	1	11	5	15	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	12	0	0	0	0
FLORIDA	1	0	17	6	2	0	0	0
GEORGIA	1	0	4	0	0	4	0	0
HAWAII	0	1	4	1	0	1	0	1
IDAHO	3	2	1	0	0	4	0	0
ILLINOIS	2	4	29	15	0	13	0	0
INDIANA	0	2	46	7	0	3	4	1
IOWA	14	7	2	7	.	9	1	0
KANSAS	3	1	7	0	0	2	0	6
KENTUCKY	1	3	2	0	1	1	0	1
LOUISIANA	2	2	6	0	0	4	0	0
MAINE	1	2	1	0	1	0	3	0
MARYLAND	5	2	5	3	0	0	11	0
MASSACHUSETTS	0	0	12	3	14	.	14	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	8	2	4	1	1	4	0	1
MISSISSIPPI	1	1	8	0	0	5	0	3
MISSOURI	1	7	55	6	1	7	1	0
MONTANA	7	6	11	0	0	7	0	0
NEBRASKA	0	1	1	1	0	0	0	0
NEVADA	1	0	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	4	0	0	1	0
NEW JERSEY	3	0	6	18	7	6	0	1
NEW MEXICO	0	0	3	0	0	2	0	0
NEW YORK	7	0	1	1	0	1	0	0
NORTH CAROLINA	1	5	0	1	3	8	0	0
NORTH DAKOTA	3	1	1	11	0	29	0	0
OHIO	5	3	2	4	0	0	0	2
OKLAHOMA	1	5	11	4	0	4	0	3
OREGON	2	0	2	0	0	1	0	0
PENNSYLVANIA	1	3	4	0	0	0	0	0
PUERTO RICO	0	0	5	28	0	0	0	0
RHODE ISLAND	1	0	0	1	9	0	1	0
SOUTH CAROLINA	0	0	49	3	0	0	0	0
SOUTH DAKOTA	2	0	0	0	0	2	0	0
TENNESSEE	3	2	6	0	0	6	0	0
TEXAS	18	32	82	8	0	17	0	2
UTAH	1	2	10	8	0	25	0	0
VERMONT	1	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	9	4	14	2	0	2	0	0
WEST VIRGINIA	0	1	1	4	0	18	0	0
WISCONSIN	1	1	7	0	0	1	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	2	0	0	0	0	0	0
PALAU	0	0	0	2	0	0	0	0
VIRGIN ISLANDS	0	0	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	158	146	591	225	55	223	44	27
50 STATES, D.C. & P.R.	158	144	585	223	55	223	44	27

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	12.50	0.00	37.50	0.00	0.00	50.00	0.00	0.00
ALASKA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	5.88	5.88	25.00	19.12	7.35	32.35	0.00	4.41
ARKANSAS	0.00	0.00	35.29	35.29	0.00	0.00	29.41	0.00
CALIFORNIA	8.43	8.43	63.86	9.64	4.22	4.22	0.60	0.60
COLORADO	27.27	10.61	34.85	16.67	1.52	6.06	0.00	3.03
CONNECTICUT	26.09	26.09	13.04	13.04	13.04	0.00	8.70	0.00
DELAWARE	3.13	34.38	15.63	46.88	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	3.85	0.00	65.38	23.08	7.69	0.00	0.00	0.00
GEORGIA	11.11	0.00	44.44	0.00	0.00	44.44	0.00	0.00
HAWAII	0.00	12.50	50.00	12.50	.	12.50	.	12.50
IDAHO	30.00	20.00	10.00	0.00	0.00	40.00	0.00	0.00
ILLINOIS	3.17	6.35	46.03	23.81	0.00	20.63	0.00	0.00
INDIANA	0.00	3.17	73.02	11.11	0.00	4.76	6.35	1.59
IOWA	35.00	17.50	5.00	17.50	.	22.50	2.50	0.00
KANSAS	15.79	5.26	36.84	0.00	0.00	10.53	0.00	31.58
KENTUCKY	11.11	33.33	22.22	0.00	11.11	11.11	0.00	11.11
LOUISIANA	14.29	14.29	42.86	0.00	0.00	28.57	0.00	0.00
MAINE	12.50	25.00	12.50	0.00	12.50	0.00	37.50	0.00
MARYLAND	19.23	7.69	19.23	11.54	0.00	0.00	42.31	0.00
MASSACHUSETTS	0.00	0.00	27.91	6.98	32.56	.	32.56	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	38.10	9.52	19.05	4.76	4.76	19.05	0.00	4.76
MISSISSIPPI	5.56	5.56	44.44	0.00	0.00	27.78	0.00	16.67
MISSOURI	1.28	8.97	70.51	7.69	1.28	8.97	1.28	0.00
MONTANA	22.58	19.35	35.48	0.00	0.00	22.58	0.00	0.00
NEBRASKA	0.00	33.33	33.33	33.33	0.00	0.00	0.00	0.00
NEVADA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	80.00	0.00	0.00	20.00	0.00
NEW JERSEY	7.32	0.00	14.63	43.90	17.07	14.63	0.00	2.44
NEW MEXICO	0.00	0.00	60.00	0.00	0.00	40.00	0.00	0.00
NEW YORK	70.00	0.00	10.00	10.00	0.00	10.00	0.00	0.00
NORTH CAROLINA	5.56	27.78	0.00	5.56	16.67	44.44	0.00	0.00
NORTH DAKOTA	6.67	2.22	2.22	24.44	0.00	64.44	0.00	0.00
OHIO	31.25	18.75	12.50	25.00	0.00	0.00	0.00	12.50
OKLAHOMA	3.57	17.86	39.29	14.29	0.00	14.29	0.00	10.71
OREGON	40.00	0.00	40.00	0.00	0.00	20.00	0.00	0.00
PENNSYLVANIA	12.50	37.50	50.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	15.15	84.85	0.00	0.00	0.00	0.00
RHODE ISLAND	8.33	0.00	0.00	8.33	75.00	0.00	8.33	0.00
SOUTH CAROLINA	0.00	0.00	94.23	5.77	0.00	.	0.00	0.00
SOUTH DAKOTA	50.00	0.00	0.00	0.00	0.00	50.00	0.00	0.00
TENNESSEE	17.65	11.76	35.29	0.00	0.00	35.29	0.00	0.00
TEXAS	11.32	20.13	51.57	5.03	0.00	10.69	0.00	1.26
UTAH	2.17	4.35	21.74	17.39	0.00	54.35	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	.	.	.	.	.	.	.	.
WASHINGTON	29.03	12.90	45.16	6.45	0.00	6.45	0.00	0.00
WEST VIRGINIA	0.00	4.17	4.17	16.67	0.00	75.00	0.00	0.00
WISCONSIN	10.00	10.00	70.00	0.00	0.00	10.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	10.76	9.94	40.23	15.32	3.74	15.18	3.00	1.84
50 STATES, D.C. & P.R.	10.83	9.87	40.10	15.28	3.77	15.28	3.02	1.85

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

TRAUMATIC BRAIN INJURY

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	62	64	43	2	0	0	0	11
ALASKA	20	17	16	0	0	0	0	0
ARIZONA	12	16	8	0	0	0	0	1
ARKANSAS	18	29	22	0	4	0	26	2
CALIFORNIA	164	163	280	13	22	0	2	15
COLORADO	85	24	28	0	0	1	1	7
CONNECTICUT	25	14	9	4	5	0	1	0
DELAWARE	0	1	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3	3	0	0	0
FLORIDA	24	46	65	2	0	0	0	4
GEORGIA	39	68	76	5	0	0	0	3
HAWAII	0	0	0	0	.	.	1	.
IDAHO	60	31	16	1	1	0	0	2
ILLINOIS	31	143	163	30	13	3	0	0
INDIANA	136	44	97	6	0	0	8	8
IOWA	90	42	13	3	0	1	2	1
KANSAS	111	69	74	14	0	0	0	6
KENTUCKY	51	45	31	0	0	0	0	4
LOUISIANA	35	45	100	0	0	1	0	4
MAINE	25	26	19	0	0	0	0	2
MARYLAND	69	42	51	4	19	0	4	3
MASSACHUSETTS	47	26	86	21	48	.	22	19
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	78	35	29	7	0	1	1	4
MISSISSIPPI	7	21	36	3	0	3	0	4
MISSOURI	91	71	79	1	1	0	1	6
MONTANA	27	20	8	1	0	0	0	1
NEBRASKA	54	42	21	1	2	0	0	3
NEVADA	9	17	10	4	0	0	1	0
NEW HAMPSHIRE	9	7	6	0	0	0	1	0
NEW JERSEY	10	11	7	2	5	1	0	4
NEW MEXICO	41	33	72	0	0	7	0	2
NEW YORK	235	114	227	44	15	1	9	14
NORTH CAROLINA	94	50	68	12	1	0	0	10
NORTH DAKOTA	12	4	1	0	0	0	1	3
OHIO	83	28	14	3	0	0	0	1
OKLAHOMA	42	45	30	2	0	0	2	4
OREGON	96	59	26	1	4	0	1	7
PENNSYLVANIA	89	194	373	10	639	2	72	4
PUERTO RICO	4	10	7	2	0	0	0	5
RHODE ISLAND	16	5	12	0	8	0	1	0
SOUTH CAROLINA	5	14	18	0	0	.	0	2
SOUTH DAKOTA	18	9	5	0	2	1	4	1
TENNESSEE	67	35	76	2	2	0	0	11
TEXAS	60	142	147	8	0	0	0	21
UTAH	80	70	84	15	0	0	0	1
VERMONT	22	2	2	0	2	0	0	1
VIRGINIA	54	61	54	1	2	1	0	8
WASHINGTON	49	39	40	1	1	0	0	2
WEST VIRGINIA	42	26	9	1	0	0	0	2
WISCONSIN	46	73	77	1	0	1	0	1
WYOMING	16	35	13	0	2	4	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	1	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	5	8	4	0	0	1	0	0
U.S. AND OUTLYING AREAS	2,566	2,236	2,753	230	801	29	161	214
50 STATES, D.C. & P.R.	2,560	2,227	2,748	230	801	28	161	214

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB2

Percentage of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

TRAUMATIC BRAIN INJURY

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	34.07	35.16	23.63	1.10	0.00	0.00	0.00	6.04
ALASKA	37.74	32.08	30.19	0.00	0.00	0.00	0.00	0.00
ARIZONA	32.43	43.24	21.62	0.00	0.00	0.00	0.00	2.70
ARKANSAS	17.82	28.71	21.78	0.00	3.96	0.00	25.74	1.98
CALIFORNIA	24.89	24.73	42.49	1.97	3.34	0.00	0.30	2.28
COLORADO	58.22	16.44	19.18	0.00	0.00	0.68	0.68	4.79
CONNECTICUT	43.10	24.14	15.52	6.90	8.62	0.00	1.72	0.00
DELAWARE	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	50.00	50.00	0.00	0.00	0.00
FLORIDA	17.02	32.62	46.10	1.42	0.00	0.00	0.00	2.84
GEORGIA	20.42	35.60	39.79	2.62	0.00	0.00	0.00	1.57
HAWAII	0.00	0.00	0.00	0.00	.	.	100.00	.
IDAHO	54.05	27.93	14.41	0.90	0.90	0.00	0.00	1.80
ILLINOIS	8.09	37.34	42.56	7.83	3.39	0.78	0.00	0.00
INDIANA	45.48	14.72	32.44	2.01	0.00	0.00	2.68	2.68
IOWA	59.21	27.63	8.55	1.97	.	0.66	1.32	0.66
KANSAS	40.51	25.18	27.01	5.11	0.00	0.00	0.00	2.19
KENTUCKY	38.93	34.35	23.66	0.00	0.00	0.00	0.00	3.05
LOUISIANA	18.92	24.32	54.05	0.00	0.00	0.54	0.00	2.16
MAINE	34.72	36.11	26.39	0.00	0.00	0.00	0.00	2.78
MARYLAND	35.94	21.88	26.56	2.08	9.90	0.00	2.08	1.56
MASSACHUSETTS	17.47	9.67	31.97	7.81	17.84	.	8.18	7.06
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	50.32	22.58	18.71	4.52	0.00	0.65	0.65	2.58
MISSISSIPPI	9.46	28.38	48.65	4.05	0.00	4.05	0.00	5.41
MISSOURI	36.40	28.40	31.60	0.40	0.40	0.00	0.40	2.40
MONTANA	47.37	35.09	14.04	1.75	0.00	0.00	0.00	1.75
NEBRASKA	43.90	34.15	17.07	0.81	1.63	0.00	0.00	2.44
NEVADA	21.95	41.46	24.39	9.76	0.00	0.00	2.44	0.00
NEW HAMPSHIRE	39.13	30.43	26.09	0.00	0.00	0.00	4.35	0.00
NEW JERSEY	25.00	27.50	17.50	5.00	12.50	2.50	0.00	10.00
NEW MEXICO	26.45	21.29	46.45	0.00	0.00	4.52	0.00	1.29
NEW YORK	35.66	17.30	34.45	6.68	2.28	0.15	1.37	2.12
NORTH CAROLINA	40.00	21.28	28.94	5.11	0.43	0.00	0.00	4.26
NORTH DAKOTA	57.14	19.05	4.76	0.00	0.00	0.00	4.76	14.29
OHIO	64.34	21.71	10.85	2.33	0.00	0.00	0.00	0.78
OKLAHOMA	33.60	36.00	24.00	1.60	0.00	0.00	1.60	3.20
OREGON	49.48	30.41	13.40	0.52	2.06	0.00	0.52	3.61
PENNSYLVANIA	6.44	14.03	26.97	0.72	46.20	0.14	5.21	0.29
PUERTO RICO	14.29	35.71	25.00	7.14	0.00	0.00	0.00	17.86
RHODE ISLAND	38.10	11.90	28.57	0.00	19.05	0.00	2.38	0.00
SOUTH CAROLINA	12.82	35.90	46.15	0.00	0.00	.	0.00	5.13
SOUTH DAKOTA	45.00	22.50	12.50	0.00	5.00	2.50	10.00	2.50
TENNESSEE	34.72	18.13	39.38	1.04	1.04	0.00	0.00	5.70
TEXAS	15.87	37.57	38.89	2.12	0.00	0.00	0.00	5.56
UTAH	32.00	28.00	33.60	6.00	0.00	0.00	0.00	0.40
VERMONT	75.86	6.90	6.90	0.00	6.90	0.00	0.00	3.45
VIRGINIA	29.83	33.70	29.83	0.55	1.10	0.55	0.00	4.42
WASHINGTON	37.12	29.55	30.30	0.76	0.76	0.00	0.00	1.52
WEST VIRGINIA	52.50	32.50	11.25	1.25	0.00	0.00	0.00	2.50
WISCONSIN	23.12	36.68	38.69	0.50	0.00	0.50	0.00	0.50
WYOMING	22.86	50.00	18.57	0.00	2.86	5.71	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	27.78	44.44	22.22	0.00	0.00	5.56	0.00	0.00
U.S. AND OUTLYING AREAS	28.54	24.87	30.62	2.56	8.91	0.32	1.79	2.38
50 STATES, D.C. & P.R.	28.54	24.83	30.64	2.56	8.93	0.31	1.80	2.39

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Number of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	7,040	775	425	110	33	22	12	151
ALASKA	361	1,066	275	0	18	0	0	0
ARIZONA	3,291	2,135	2,164	121	77	105	0	0
ARKANSAS	3,297	1,136	1,512	27	1,140	0	18	390
CALIFORNIA	28,287	2,755	21,250	1,943	293	58	17	192
COLORADO	3,995	1,096	1,680	163	0	3	3	206
CONNECTICUT	3,725	491	2,903	95	94	0	2	28
DELAWARE	882	635	257	122	3	0	0	6
DISTRICT OF COLUMBIA	211	27	14	57	78	0	0	0
FLORIDA	24,062	2,517	11,073	610	305	21	0	191
GEORGIA	6,700	3,575	2,474	257	56	17	8	227
HAWAII	274	61	926	6	0	0	0	0
IDAHO	1,386	811	300	733	2	9	3	17
ILLINOIS	12,076	947	10,157	1,898	178	16	0	160
INDIANA	4,921	616	6,292	324	0	2	0	106
IOWA	3,417	474	1,559	280	0	13	4	91
KANSAS	2,941	235	2,944	25	19	0	1	3
KENTUCKY	13,141	841	369	154	96	10	1	71
LOUISIANA	4,392	523	4,369	247	0	24	0	33
MAINE	1,746	241	213	144	796	0	1	412
MARYLAND	4,525	1,894	2,067	544	223	56	0	177
MASSACHUSETTS	12,544	356	1,156	25	68	.	1	91
MICHIGAN	5,469	573	5,988	3,153	.	9	0	3,048
MINNESOTA	4,410	2,349	2,126	1,590	13	12	0	281
MISSISSIPPI	4,308	441	1,404	306	59	17	0	112
MISSOURI	2,315	2,447	2,627	8	87	2	0	9
MONTANA	1,034	303	348	30	30	9	2	5
NEBRASKA	743	105	976	441	8	4	1	1,026
NEVADA	1,103	106	1,814	132	0	0	0	11
NEW HAMPSHIRE	1,123	146	669	99	15	0	6	112
NEW JERSEY	6,887	2,190	5,338	1,230	827	18	0	69
NEW MEXICO	1,837	237	2,242	135	2	22	0	88
NEW YORK	7,548	771	5,729	1,193	530	18	29	51
NORTH CAROLINA	11,580	794	2,871	627	393	138	31	237
NORTH DAKOTA	567	77	321	158	14	2	3	27
OHIO	7,000	1,576	6,862	452	0	22	0	2,392
OKLAHOMA	2,863	399	1,784	187	12	19	13	35
OREGON	3,030	276	1,144	246	180	1	2	166
PENNSYLVANIA	8,473	1,685	8,797	60	360	13	17	1,275
PUERTO RICO	1,610	590	820	124	134	18	0	249
RHODE ISLAND	1,045	335	807	13	129	0	1	3
SOUTH CAROLINA	7,835	528	1,572	151	39	.	0	188
SOUTH DAKOTA	515	496	1,148	3	4	2	8	0
TENNESSEE	7,280	1,080	1,586	98	67	0	0	40
TEXAS	16,393	1,338	11,568	317	10	0	0	248
UTAH	1,853	1,478	901	236	0	0	0	4
VERMONT	779	26	189	27	27	0	0	167
VIRGINIA	5,724	867	5,310	288	75	19	1	1,000
WASHINGTON	4,477	1,881	4,988	762	134	15	5	108
WEST VIRGINIA	2.736	643	1,200	14	0	7	1	241
WISCONSIN	5,297	1,288	6.670	254	3	5	0	28
WYOMING	281	27	22	1	1	1	0	0
AMERICAN SAMOA	53	0	0	0	0	0	0	0
GUAM	109	46	38	4	1	0	0	7
NORTHERN MARIANAS	43	0	0	0	0	0	0	3
PALAU	0	0	0	0	0	0	0	7
VIRGIN ISLANDS	37	2	576	0	0	0	8	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	269,571	48,307	162,814	20,224	6,633	729	199	13,789
50 STATES, D.C. & P.R.	269,329	48,259	162,200	20,220	6,632	729	191	13,772

Please see data notes for an explanation of individual State differences.

A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB3

Percentage of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	82.17	9.05	4.96	1.28	0.39	0.26	0.14	1.76
ALASKA	20.99	61.98	15.99	0.00	1.05	0.00	0.00	0.00
ARIZONA	41.70	27.05	27.42	1.53	0.98	1.33	0.00	0.00
ARKANSAS	43.84	15.11	20.11	0.36	15.16	0.00	0.24	5.19
CALIFORNIA	51.62	5.03	38.78	3.55	0.53	0.11	0.03	0.35
COLORADO	55.91	15.34	23.51	2.28	0.00	0.04	0.04	2.88
CONNECTICUT	50.76	6.69	39.56	1.29	1.28	0.00	0.03	0.38
DELAWARE	46.30	33.33	13.49	6.40	0.16	0.00	0.00	0.31
DISTRICT OF COLUMBIA	54.52	6.98	3.62	14.73	20.16	0.00	0.00	0.00
FLORIDA	62.05	6.49	28.55	1.57	0.79	0.05	0.00	0.49
GEORGIA	50.32	26.85	18.58	1.93	0.42	0.13	0.06	1.70
HAWAII	21.63	4.81	73.09	0.47	.	0.00	0.00	0.00
IDAHO	42.50	24.87	9.20	22.48	0.06	0.28	0.09	0.52
ILLINOIS	47.48	3.72	39.94	7.46	0.70	0.06	0.00	0.63
INDIANA	40.14	5.02	51.32	2.64	0.00	0.02	0.00	0.86
IOWA	58.53	8.12	26.70	4.80	.	0.22	0.07	1.56
KANSAS	47.68	3.81	47.73	0.41	0.31	0.00	0.02	0.05
KENTUCKY	89.50	5.73	2.51	1.05	0.65	0.07	0.01	0.48
LOUISIANA	45.81	5.45	45.57	2.58	0.00	0.25	0.00	0.34
MAINE	49.14	6.78	5.99	4.05	22.40	0.00	0.03	11.60
MARYLAND	47.70	19.97	21.79	5.73	2.35	0.59	0.00	1.87
MASSACHUSETTS	88.08	2.50	8.12	0.18	0.48	.	0.01	0.64
MICHIGAN	29.98	3.14	32.83	17.29	.	0.05	0.00	16.71
MINNESOTA	40.91	21.79	19.72	14.75	0.12	0.11	0.00	2.61
MISSISSIPPI	64.81	6.63	21.12	4.60	0.89	0.26	0.00	1.68
MISSOURI	30.89	32.65	35.05	0.11	1.16	0.03	0.00	0.12
MONTANA	58.72	17.21	19.76	1.70	1.70	0.51	0.11	0.28
NEBRASKA	22.49	3.18	29.54	13.35	0.24	0.12	0.03	31.05
NEVADA	34.84	3.35	57.30	4.17	0.00	0.00	0.00	0.35
NEW HAMPSHIRE	51.75	6.73	30.83	4.56	0.69	0.00	0.28	5.16
NEW JERSEY	41.59	13.23	32.24	7.43	4.99	0.11	0.00	0.42
NEW MEXICO	40.26	5.19	49.13	2.96	0.04	0.48	0.00	1.93
NEW YORK	47.56	4.86	36.10	7.52	3.34	0.11	0.18	0.32
NORTH CAROLINA	69.46	4.76	17.22	3.76	2.36	0.83	0.19	1.42
NORTH DAKOTA	48.50	6.59	27.46	13.52	1.20	0.17	0.26	2.31
OHIO	38.24	8.61	37.49	2.47	0.00	0.12	0.00	13.07
OKLAHOMA	53.90	7.51	33.58	3.52	0.23	0.36	0.24	0.66
OREGON	60.06	5.47	22.68	4.88	3.57	0.02	0.04	3.29
PENNSYLVANIA	40.97	8.15	42.54	0.29	1.74	0.06	0.08	6.17
PUERTO RICO	45.42	16.64	23.13	3.50	3.78	0.51	0.00	7.02
RHODE ISLAND	44.79	14.36	34.59	0.56	5.53	0.00	0.04	0.13
SOUTH CAROLINA	75.97	5.12	15.24	1.46	0.38	.	0.00	1.82
SOUTH DAKOTA	23.67	22.79	52.76	0.14	0.18	0.09	0.37	0.00
TENNESSEE	71.72	10.64	15.62	0.97	0.66	0.00	0.00	0.39
TEXAS	54.87	4.48	38.72	1.06	0.03	0.00	0.00	0.83
UTAH	41.44	33.05	20.15	5.28	0.00	0.00	0.00	0.09
VERMONT	64.12	2.14	15.56	2.22	2.22	0.00	0.00	13.74
VIRGINIA	43.09	6.53	39.97	2.17	0.56	0.14	0.01	7.53
WASHINGTON	36.19	15.21	40.32	6.16	1.08	0.12	0.04	0.87
WEST VIRGINIA	56.51	13.28	24.78	0.29	0.00	0.14	0.02	4.98
WISCONSIN	39.11	9.51	49.24	1.88	0.02	0.04	0.00	0.21
WYOMING	84.38	8.11	6.61	0.30	0.30	0.30	0.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	53.17	22.44	18.54	1.95	0.49	0.00	0.00	3.41
NORTHERN MARIANAS	93.48	0.00	0.00	0.00	0.00	0.00	0.00	6.52
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
VIRGIN ISLANDS	5.94	0.32	92.46	0.00	0.00	0.00	1.28	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	51.62	9.25	31.17	3.87	1.27	0.14	0.04	2.64
50 STATES, D.C. & P.R.	51.66	9.26	31.11	3.88	1.27	0.14	0.04	2.64

Please see data notes for an explanation of individual State differences.

A crosswalk was used to report placement data for 3-5 year olds in the OSEP placement categories. See the data notes for how preschool placements were recorded and for more detail on States that used these categories.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	23,328	12,734	5,684	352	23	109	32	49
ALASKA	5,435	2,112	488	2	5	0	10	5
ARIZONA	20,786	10,671	4,527	376	189	73	30	32
ARKANSAS	11,118	7,219	2,538	62	158	0	106	37
CALIFORNIA	173,522	37,023	56,867	2,296	2,147	260	135	443
COLORADO	24,677	3,645	2,055	195	62	17	143	94
CONNECTICUT	21,871	5,810	5,047	326	445	1	80	52
DELAWARE	2,345	4,378	641	202	4	1	3	33
DISTRICT OF COLUMBIA	443	525	1,080	340	217	0	0	0
FLORIDA	63,873	41,879	45,375	2,160	125	278	0	518
GEORGIA	32,731	21,756	14,236	289	8	140	12	32
HAWAII	4,467	2,268	1,150	19	11	1	5	21
IDAHO	9,064	1,888	532	38	4	44	10	8
ILLINOIS	52,132	35,752	27,589	1,999	1,198	98	99	201
INDIANA	46,732	6,455	11,702	249	10	137	70	46
IOWA	17,768	8,106	2,464	176	0	92	87	14
KANSAS	18,329	4,120	2,460	188	20	36	11	53
KENTUCKY	23,354	9,644	3,616	32	29	70	22	64
LOUISIANA	17,653	6,817	12,833	276	22	164	15	112
MAINE	8,375	4,177	1,342	65	50	3	28	24
MARYLAND	23,521	11,639	9,902	1,232	666	165	82	83
MASSACHUSETTS	49,252	8,114	10,131	467	1,029	.	153	191
MICHIGAN	51,616	18,016	14,420	2,472	.	42	5	296
MINNESOTA	32,960	7,657	2,380	576	83	95	40	57
MISSISSIPPI	16,405	7,746	6,025	135	59	94	4	90
MISSOURI	33,089	13,921	8,454	522	262	141	100	234
MONTANA	5,406	2,418	462	29	10	29	50	13
NEBRASKA	13,482	3,556	1,750	232	21	10	7	186
NEVADA	7,040	4,915	1,260	234	1	0	0	23
NEW HAMPSHIRE	5,412	2,869	2,013	329	47	0	66	18
NEW JERSEY	56,056	16,363	17,451	2,130	2,917	114	7	174
NEW MEXICO	8,785	5,988	6,175	2	2	95	10	42
NEW YORK	69,291	21,946	51,257	9,432	3,093	236	386	397
NORTH CAROLINA	51,690	11,902	9,807	531	199	249	57	108
NORTH DAKOTA	4,656	544	288	22	6	11	12	4
OHIO	72,913	18,695	12,609	1,230	0	57	0	319
OKLAHOMA	19,067	9,683	3,804	137	53	88	20	72
OREGON	22,885	4,142	1,203	157	220	42	39	64
PENNSYLVANIA	43,487	21,768	23,790	890	979	184	134	111
PUERTO RICO	1,347	10,823	3,558	208	319	11	18	294
RHODE ISLAND	6,606	1,839	2,749	41	148	0	39	26
SOUTH CAROLINA	20,783	13,801	8,360	248	18	.	4	39
SOUTH DAKOTA	5,554	1,538	400	27	25	18	66	9
TENNESSEE	35,259	13,925	7,373	278	144	146	28	225
TEXAS	73,090	95,221	31,086	746	12	132	1	1,032
UTAH	12,761	8,437	3,544	291	0	310	0	38
VERMONT	4,187	221	65	13	37	0	36	38
VIRGINIA	29,830	19,606	15,971	295	355	94	38	131
WASHINGTON	30,181	13,049	6,664	207	67	72	4	93
WEST VIRGINIA	12,401	6,186	2,571	30	1	36	3	25
WISCONSIN	21,027	16,898	7,395	178	17	99	6	30
WYOMING	3,795	1,585	318	5	22	12	4	5
AMERICAN SAMOA	89	18	16	0	0	0	0	0
GUAM	291	382	89	1	0	0	0	0
NORTHERN MARIANAS	87	27	12	0	0	0	0	1
PALAU	17	32	11	3	0	0	0	0
VIRGIN ISLANDS	113	3	365	0	0	0	2	1
BUR. OF INDIAN AFFAIRS	1,875	1,643	446	6	0	7	2	1
U.S. AND OUTLYING AREAS	1,424,309	624,095	478,400	32,978	15.539	4,113	2,321	6,308
50 STATES, D.C. & P.R.	1,421,837	621,990	477,461	32,968	15.539	4,106	2,317	6,305

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	55.13	30.10	13.43	0.83	0.05	0.26	0.08	0.12
ALASKA	67.46	26.21	6.06	0.02	0.06	0.00	0.12	0.06
ARIZONA	56.66	29.09	12.34	1.02	0.52	0.20	0.08	0.09
ARKANSAS	52.35	33.99	11.95	0.29	0.74	0.00	0.50	0.17
CALIFORNIA	63.63	13.58	20.85	0.84	0.79	0.10	0.05	0.16
COLORADO	79.89	11.80	6.65	0.63	0.20	0.06	0.46	0.30
CONNECTICUT	65.03	17.28	15.01	0.97	1.32	0.00	0.24	0.15
DELAWARE	30.83	57.55	8.43	2.66	0.05	0.01	0.04	0.43
DISTRICT OF COLUMBIA	17.01	20.15	41.46	13.05	8.33	0.00	0.00	0.00
FLORIDA	41.42	27.16	29.42	1.40	0.08	0.18	0.00	0.34
GEORGIA	47.30	31.44	20.57	0.42	0.01	0.20	0.02	0.05
HAWAII	56.25	28.56	14.48	0.24	0.14	0.01	0.06	0.26
IDAHO	78.22	16.29	4.59	0.33	0.03	0.38	0.09	0.07
ILLINOIS	43.78	30.03	23.17	1.68	1.01	0.08	0.08	0.17
INDIANA	71.45	9.87	17.89	0.38	0.02	0.21	0.11	0.07
IOWA	61.89	28.24	8.58	0.61	.	0.32	0.30	0.05
KANSAS	72.69	16.34	9.76	0.75	0.08	0.14	0.04	0.21
KENTUCKY	63.41	26.18	9.82	0.09	0.08	0.19	0.06	0.17
LOUISIANA	46.59	17.99	33.87	0.73	0.06	0.43	0.04	0.30
MAINE	59.55	29.70	9.54	0.46	0.36	0.02	0.20	0.17
MARYLAND	49.74	24.61	20.94	2.61	1.41	0.35	0.17	0.18
MASSACHUSETTS	71.03	11.70	14.61	0.67	1.48	.	0.22	0.28
MICHIGAN	59.42	20.74	16.60	2.85	.	0.05	0.01	0.34
MINNESOTA	75.17	17.46	5.43	1.31	0.19	0.22	0.09	0.13
MISSISSIPPI	53.68	25.35	19.72	0.44	0.19	0.31	0.01	0.29
MISSOURI	58.33	24.54	14.90	0.92	0.46	0.25	0.18	0.41
MONTANA	64.23	28.73	5.49	0.34	0.12	0.34	0.59	0.15
NEBRASKA	70.06	18.48	9.09	1.21	0.11	0.05	0.04	0.97
NEVADA	52.25	36.48	9.35	1.74	0.01	0.00	0.00	0.17
NEW HAMPSHIRE	50.33	26.68	18.72	3.06	0.44	0.00	0.61	0.17
NEW JERSEY	58.87	17.19	18.33	2.24	3.06	0.12	0.01	0.18
NEW MEXICO	41.64	28.38	29.27	0.01	0.01	0.45	0.05	0.20
NEW YORK	43.84	13.89	33.70	5.97	1.96	0.15	0.24	0.25
NORTH CAROLINA	69.34	15.97	13.16	0.71	0.27	0.33	0.08	0.14
NORTH DAKOTA	84.00	9.81	5.20	0.40	0.11	0.20	0.22	0.07
OHIO	68.90	17.67	11.92	1.16	0.00	0.05	0.00	0.30
OKLAHOMA	57.91	29.41	11.55	0.42	0.16	0.27	0.06	0.22
OREGON	79.59	14.41	4.18	0.55	0.77	0.15	0.14	0.22
PENNSYLVANIA	47.61	23.83	26.04	0.97	1.07	0.20	0.15	0.12
PUERTO RICO	8.13	65.29	21.46	1.25	1.92	0.07	0.11	1.77
RHODE ISLAND	57.70	16.06	24.01	0.36	1.29	0.00	0.34	0.23
SOUTH CAROLINA	48.05	31.91	19.33	0.57	0.04	.	0.01	0.09
SOUTH DAKOTA	72.72	20.14	5.24	0.35	0.33	0.24	0.86	0.12
TENNESSEE	61.45	24.27	12.85	0.48	0.25	0.25	0.05	0.39
TEXAS	36.31	47.30	15.44	0.37	0.01	0.07	0.00	0.51
UTAH	50.28	33.24	13.96	1.15	0.00	1.22	0.00	0.15
VERMONT	91.08	4.81	1.41	0.28	0.80	0.00	0.78	0.83
VIRGINIA	44.98	29.56	24.08	0.44	0.54	0.14	0.06	0.20
WASHINGTON	59.96	25.92	13.24	0.41	0.13	0.14	0.01	0.18
WEST VIRGINIA	58.35	29.11	12.10	0.14	0.00	0.17	0.01	0.12
WISCONSIN	46.06	37.02	16.20	0.39	0.04	0.22	0.01	0.07
WYOMING	66.05	27.58	5.53	0.09	0.38	0.21	0.07	0.09
AMERICAN SAMOA	72.36	14.63	13.01	0.00	0.00	0.00	0.00	0.00
GUAM	38.14	50.07	11.66	0.13	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	68.50	21.26	9.45	0.00	0.00	0.00	0.00	0.79
PALAU	26.98	50.79	17.46	4.76	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	23.35	0.62	75.41	0.00	0.00	0.00	0.41	0.21
BUR. OF INDIAN AFFAIRS	47.11	41.28	11.21	0.15	0.00	0.18	0.05	0.03
U.S. AND OUTLYING AREAS	55.03	24.11	18.48	1.27	0.60	0.16	0.09	0.24
50 STATES, D.C. & P.R.	55.06	24.08	18.49	1.28	0.60	0.16	0.09	0.24

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5,823	7,663	321	18	2	1	0	4
ALASKA	2,822	1,490	61	1	3	0	2	1
ARIZONA	8,495	8,689	1,302	9	16	0	0	4
ARKANSAS	3,155	3,880	311	3	5	0	3	4
CALIFORNIA	77,154	30,241	30,010	180	372	0	11	72
COLORADO	12,020	2,156	295	4	9	0	8	8
CONNECTICUT	10,191	3,712	1,961	34	92	0	5	8
DELAWARE	1,343	2,909	350	23	0	0	1	10
DISTRICT OF COLUMBIA	98	339	687	60	137	0	0	0
FLORIDA	16,763	35,725	17,189	61	37	38	0	39
GEORGIA	8,280	8,245	2,164	3	1	3	0	0
HAWAII	1,799	1,440	252	1	.	.	.	.
IDAHO	5,075	1,118	57	14	1	1	2	2
ILLINOIS	6,527	29,784	12,642	134	31	2	0	2
INDIANA	10,443	4,878	2,933	1	0	0	0	2
IOWA	7,286	3,324	1,011	8	0	0	6	1
KANSAS	5,600	2,561	348	2	0	1	0	4
KENTUCKY	3,151	4,246	436	3	0	0	0	2
LOUISIANA	2,463	4,723	4,713	7	4	3	2	11
MAINE	2,714	2,133	176	1	0	0	0	6
MARYLAND	7,457	6,300	3,324	40	76	4	1	20
MASSACHUSETTS	33,772	5,807	3,803	78	135	.	16	10
MICHIGAN	15,258	12,808	4,579	336	.	2	0	24
MINNESOTA	13,057	3,629	312	63	8	0	2	7
MISSISSIPPI	1,514	5,432	2,922	4	18	0	1	11
MISSOURI	11,429	9,762	2,398	1	54	0	18	61
MONTANA	1,934	1,917	66	12	3	2	9	1
NEBRASKA	4,606	1,864	257	8	1	0	0	6
NEVADA	2,684	4,289	392	61	0	0	0	2
NEW HAMPSHIRE	2,517	1,427	875	4	2	0	4	4
NEW JERSEY	14,711	13,740	11,640	279	512	7	0	36
NEW MEXICO	3,428	4,203	3,132	0	0	4	0	2
NEW YORK	38,530	14,614	26,360	417	403	3	85	33
NORTH CAROLINA	20,186	5,778	1,271	2	7	5	0	5
NORTH DAKOTA	1,785	184	9	3	2	0	1	0
OHIO	22,321	5,319	1,372	15	0	1	0	7
OKLAHOMA	6,410	6,284	501	8	18	0	1	5
OREGON	10,758	2,869	141	17	18	4	6	18
PENNSYLVANIA	7,163	16,107	11,309	70	0	2	0	7
PUERTO RICO	198	5,963	532	0	75	1	4	6
RHODE ISLAND	3,122	1,320	1,630	0	9	0	1	2
SOUTH CAROLINA	2,821	9,635	2,530	10	6	.	0	2
SOUTH DAKOTA	2,105	931	32	0	1	0	1	0
TENNESSEE	11,709	8,721	1,763	22	7	0	3	33
TEXAS	13,918	73,051	10,129	39	0	2	0	51
UTAH	5,208	6,615	1,293	13	0	0	0	2
VERMONT	1,727	83	10	1	3	0	7	14
VIRGINIA	7,053	13,463	6,075	10	93	5	0	12
WASHINGTON	10,449	7,278	1,413	7	3	0	0	5
WEST VIRGINIA	2,374	3,568	591	0	0	1	0	4
WISCONSIN	4,719	11,818	1,267	2	6	1	1	2
WYOMING	1,271	1,016	59	0	6	1	1	0
AMERICAN SAMOA	83	15	0	0	0	0	0	0
GUAM	122	328	61	0	0	0	0	0
NORTHERN MARIANAS	56	14	0	0	0	0	0	0
PALAU	12	29	6	0	0	0	0	0
VIRGIN ISLANDS	31	1	123	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	794	1,010	93	0	0	0	0	0
U.S. AND OUTLYING AREAS	478,494	426,448	179,489	2,089	2,176	94	202	572
50 STATES, D.C. & P.R.	477,356	425,051	179,206	2,089	2,176	94	202	572

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	42.10	55.40	2.32	0.13	0.01	0.01	0.00	0.03
ALASKA	64.43	34.02	1.39	0.02	0.07	0.00	0.05	0.02
ARIZONA	45.88	46.93	7.03	0.05	0.09	0.00	0.00	0.02
ARKANSAS	42.86	52.71	4.22	0.04	0.07	0.00	0.04	0.05
CALIFORNIA	55.89	21.91	21.74	0.13	0.27	0.00	0.01	0.05
COLORADO	82.90	14.87	2.03	0.03	0.06	0.00	0.06	0.06
CONNECTICUT	63.68	23.20	12.25	0.21	0.57	0.00	0.03	0.05
DELAWARE	28.97	62.75	7.55	0.50	0.00	0.00	0.02	0.22
DISTRICT OF COLUMBIA	7.42	25.66	52.01	4.54	10.37	0.00	0.00	0.00
FLORIDA	24.00	51.14	24.61	0.09	0.05	0.05	0.00	0.06
GEORGIA	44.29	44.10	11.57	0.02	0.01	0.02	0.00	0.00
HAWAII	51.52	41.24	7.22	0.03	.	.	.	.
IDAHO	80.94	17.83	0.91	0.22	0.02	0.02	0.03	0.03
ILLINOIS	13.29	60.63	25.74	0.27	0.06	0.00	0.00	0.00
INDIANA	57.20	26.72	16.07	0.01	0.00	0.00	0.00	0.01
IOWA	62.62	28.57	8.69	0.07	.	0.00	0.05	0.01
KANSAS	65.76	30.07	4.09	0.02	0.00	0.01	0.00	0.05
KENTUCKY	40.20	54.17	5.56	0.04	0.00	0.00	0.00	0.03
LOUISIANA	20.65	39.60	39.52	0.06	0.03	0.03	0.02	0.09
MAINE	53.96	42.41	3.50	0.02	0.00	0.00	0.00	0.12
MARYLAND	43.30	36.58	19.30	0.23	0.44	0.02	0.01	0.12
MASSACHUSETTS	77.42	13.31	8.72	0.18	0.31	.	0.04	0.02
MICHIGAN	46.23	38.80	13.87	1.02	.	0.01	0.00	0.07
MINNESOTA	76.46	21.25	1.83	0.37	0.05	0.00	0.01	0.04
MISSISSIPPI	15.29	54.86	29.51	0.04	0.18	0.00	0.01	0.11
MISSOURI	48.18	41.15	10.11	0.00	0.23	0.00	0.08	0.26
MONTANA	49.04	48.61	1.67	0.30	0.08	0.05	0.23	0.03
NEBRASKA	68.32	27.65	3.81	0.12	0.01	0.00	0.00	0.09
NEVADA	36.13	57.74	5.28	0.82	0.00	0.00	0.00	0.03
NEW HAMPSHIRE	52.08	29.53	18.10	0.08	0.04	0.00	0.08	0.08
NEW JERSEY	35.95	33.57	28.44	0.68	1.25	0.02	0.00	0.09
NEW MEXICO	31.83	39.03	29.08	0.00	0.00	0.04	0.00	0.02
NEW YORK	47.90	18.17	32.77	0.52	0.50	0.00	0.11	0.04
NORTH CAROLINA	74.07	21.20	4.66	0.01	0.03	0.02	0.00	0.02
NORTH DAKOTA	89.97	9.27	0.45	0.15	0.10	0.00	0.05	0.00
OHIO	76.88	18.32	4.73	0.05	0.00	0.00	0.00	0.02
OKLAHOMA	48.46	47.51	3.79	0.06	0.14	0.00	0.01	0.04
OREGON	77.78	20.74	1.02	0.12	0.13	0.03	0.04	0.13
PENNSYLVANIA	20.67	46.47	32.63	0.20	0.00	0.01	0.00	0.02
PUERTO RICO	2.92	87.96	7.85	0.00	1.11	0.01	0.06	0.09
RHODE ISLAND	51.31	21.70	26.79	0.00	0.15	0.00	0.02	0.03
SOUTH CAROLINA	18.80	64.22	16.86	0.07	0.04	.	0.00	0.01
SOUTH DAKOTA	68.57	30.33	1.04	0.00	0.03	0.00	0.03	0.00
TENNESSEE	52.61	39.18	7.92	0.10	0.03	0.00	0.01	0.15
TEXAS	14.32	75.16	10.42	0.04	0.00	0.00	0.00	0.05
UTAH	39.66	50.38	9.85	0.10	0.00	0.00	0.00	0.02
VERMONT	93.60	4.50	0.54	0.05	0.16	0.00	0.38	0.76
VIRGINIA	26.40	50.40	22.74	0.04	0.35	0.02	0.00	0.04
WASHINGTON	54.55	38.00	7.38	0.04	0.02	0.00	0.00	0.03
WEST VIRGINIA	36.31	54.57	9.04	0.00	0.00	0.02	0.00	0.06
WISCONSIN	26.49	66.33	7.11	0.01	0.03	0.01	0.01	0.01
WYOMING	53.99	43.16	2.51	0.00	0.25	0.04	0.04	0.00
AMERICAN SAMOA	84.69	15.31	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	23.87	64.19	11.94	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	25.53	61.70	12.77	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	20.00	0.65	79.35	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	41.86	53.24	4.90	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	43.92	39.14	16.47	0.19	0.20	0.01	0.02	0.05
50 STATES, D.C. & P.R.	43.93	39.11	16.49	0.19	0.20	0.01	0.02	0.05

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	15,139	168	111	9	4	2	0	2
ALASKA	2,267	345	15	0	1	0	0	1
ARIZONA	10,422	677	108	1	0	0	0	0
ARKANSAS	6,595	299	73	2	3	0	0	1
CALIFORNIA	86,262	3,091	5,562	26	25	0	0	19
COLORADO	7,741	429	149	2	1	0	0	2
CONNECTICUT	8,309	723	453	6	8	0	0	0
DELAWARE	747	639	0	0	4	0	0	0
DISTRICT OF COLUMBIA	332	4	0	60	0	0	0	0
FLORIDA	43,612	1,429	1,726	33	31	12	0	6
GEORGIA	18,999	5,206	215	0	2	0	1	3
HAWAII	2,034	163	67	0	.	.	.	.
IDAHO	2,857	152	27	3	0	0	0	1
ILLINOIS	43,407	827	1,611	70	3	0	0	5
INDIANA	32,323	25	0	0	0	0	0	1
IOWA	4,499	2,052	624	3	.	0	10	1
KANSAS	9,798	85	119	1	0	0	0	4
KENTUCKY	16,709	589	2	1	6	0	0	5
LOUISIANA	13,630	261	406	0	0	0	0	6
MAINE	4,202	796	155	1	1	0	0	3
MARYLAND	13,923	3,516	2,199	66	31	2	1	26
MASSACHUSETTS	11,436	540	789	8	26	.	6	9
MICHIGAN	30,035	701	458	313	.	2	1	171
MINNESOTA	12,216	548	89	66	7	0	5	5
MISSISSIPPI	14,669	1,468	894	47	37	2	0	19
MISSOURI	19,085	1,479	638	0	22	0	0	30
MONTANA	2,976	58	21	0	0	0	0	0
NEBRASKA	6,800	273	160	141	8	1	1	84
NEVADA	3,776	33	220	20	0	0	0	1
NEW HAMPSHIRE	1,907	932	562	34	9	0	2	4
NEW JERSEY	40,018	745	1,357	44	117	1	0	4
NEW MEXICO	4,479	1,172	1,085	0	1	3	0	1
NEW YORK	21,505	3,694	9,855	351	238	5	27	12
NORTH CAROLINA	24,353	167	293	4	42	2	2	5
NORTH DAKOTA	2,319	102	89	5	0	0	1	2
OHIO	45,072	0	119	0	0	0	0	0
OKLAHOMA	11,384	1,194	42	9	23	1	2	2
OREGON	9,960	574	208	15	27	1	0	12
PENNSYLVANIA	33,855	1,743	280	2	0	0	0	5
PUERTO RICO	758	1,864	162	8	40	0	3	15
RHODE ISLAND	3,057	272	242	0	0	0	0	1
SOUTH CAROLINA	16,816	631	57	0	10	.	0	0
SOUTH DAKOTA	3,010	111	35	0	0	0	0	1
TENNESSEE	19,708	1,650	583	4	8	0	0	4
TEXAS	51,347	3,022	687	7	0	0	0	19
UTAH	6,139	716	309	0	0	0	0	0
VERMONT	1,080	59	21	0	5	0	2	9
VIRGINIA	19,829	2,753	306	17	137	0	0	34
WASHINGTON	13,367	280	805	3	0	1	0	15
WEST VIRGINIA	9,237	1,040	10	0	1	0	1	2
WISCONSIN	13,506	557	472	11	10	0	0	3
WYOMING	2,108	221	31	0	12	0	0	0
AMERICAN SAMOA	6	0	0	0	0	0	0	0
GUAM	125	7	4	0	0	0	0	0
NORTHERN MARIANAS	10	0	0	0	0	0	0	0
PALAU	3	2	1	0	0	0	0	0
VIRGIN ISLANDS	68	0	28	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	855	285	174	0	0	0	0	0
U.S. AND OUTLYING AREAS	800,681	50,369	34,708	1,393	900	35	65	555
50 STATES, D.C. & P.R.	799,614	50,075	34,501	1,393	900	35	65	555

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	98.08	1.09	0.72	0.06	0.03	0.01	0.00	0.01
ALASKA	86.23	13.12	0.57	0.00	0.04	0.00	0.00	0.04
ARIZONA	92.99	6.04	0.96	0.01	0.00	0.00	0.00	0.00
ARKANSAS	94.58	4.29	1.05	0.03	0.04	0.00	0.00	0.01
CALIFORNIA	90.82	3.25	5.86	0.03	0.03	0.00	0.00	0.02
COLORADO	93.00	5.15	1.79	0.02	0.01	0.00	0.00	0.02
CONNECTICUT	87.47	7.61	4.77	0.06	0.08	0.00	0.00	0.00
DELAWARE	53.74	45.97	0.00	0.00	0.29	0.00	0.00	0.00
DISTRICT OF COLUMBIA	83.84	1.01	0.00	15.15	0.00	0.00	0.00	0.00
FLORIDA	93.09	3.05	3.68	0.07	0.07	0.03	0.00	0.01
GEORGIA	77.78	21.31	0.88	0.00	0.01	0.00	0.00	0.01
HAWAII	89.84	7.20	2.96	0.00	.	.	.	.
IDAHO	93.98	5.00	0.89	0.10	0.00	0.00	0.00	0.03
ILLINOIS	94.52	1.80	3.51	0.15	0.01	0.00	0.00	0.01
INDIANA	99.92	0.08	0.00	0.00	0.00	0.00	0.00	0.00
IOWA	62.58	28.54	8.68	0.04	.	0.00	0.14	0.01
KANSAS	97.91	0.85	1.19	0.01	0.00	0.00	0.00	0.04
KENTUCKY	96.52	3.40	0.01	0.01	0.03	0.00	0.00	0.03
LOUISIANA	95.29	1.82	2.84	0.00	0.00	0.00	0.00	0.04
MAINE	81.47	15.43	3.01	0.02	0.02	0.00	0.00	0.06
MARYLAND	70.45	17.79	11.13	0.33	0.16	0.01	0.01	0.13
MASSACHUSETTS	89.25	4.21	6.16	0.06	0.20	.	0.05	0.07
MICHIGAN	94.80	2.21	1.45	0.99	.	0.01	0.00	0.54
MINNESOTA	94.43	4.24	0.69	0.51	0.05	0.00	0.04	0.04
MISSISSIPPI	85.60	8.57	5.22	0.27	0.22	0.01	0.00	0.11
MISSOURI	89.79	6.96	3.00	0.00	0.10	0.00	0.00	0.14
MONTANA	97.41	1.90	0.69	0.00	0.00	0.00	0.00	0.00
NEBRASKA	91.06	3.66	2.14	1.89	0.11	0.01	0.01	1.12
NEVADA	93.23	0.81	5.43	0.49	0.00	0.00	0.00	0.02
NEW HAMPSHIRE	55.28	27.01	16.29	0.99	0.26	0.00	0.06	0.12
NEW JERSEY	94.64	1.76	3.21	0.10	0.28	0.00	0.00	0.01
NEW MEXICO	66.44	17.39	16.10	0.00	0.01	0.04	0.00	0.01
NEW YORK	60.26	10.35	27.62	0.98	0.67	0.01	0.08	0.03
NORTH CAROLINA	97.93	0.67	1.18	0.02	0.17	0.01	0.01	0.02
NORTH DAKOTA	92.10	4.05	3.53	0.20	0.00	0.00	0.04	0.08
OHIO	99.74	0.00	0.26	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	89.94	9.43	0.33	0.07	0.18	0.01	0.02	0.02
OREGON	92.25	5.32	1.93	0.14	0.25	0.01	0.00	0.11
PENNSYLVANIA	94.34	4.86	0.78	0.01	0.00	0.00	0.00	0.01
PUERTO RICO	26.60	65.40	5.68	0.28	1.40	0.00	0.11	0.53
RHODE ISLAND	85.58	7.61	6.77	0.00	0.00	0.00	0.00	0.03
SOUTH CAROLINA	96.01	3.60	0.33	0.00	0.06	.	0.00	0.00
SOUTH DAKOTA	95.34	3.52	1.11	0.00	0.00	0.00	0.00	0.03
TENNESSEE	89.76	7.51	2.66	0.02	0.04	0.00	0.00	0.02
TEXAS	93.22	5.49	1.25	0.01	0.00	0.00	0.00	0.03
UTAH	85.69	9.99	4.31	0.00	0.00	0.00	0.00	0.00
VERMONT	91.84	5.02	1.79	0.00	0.43	0.00	0.17	0.77
VIRGINIA	85.93	11.93	1.33	0.07	0.59	0.00	0.00	0.15
WASHINGTON	92.37	1.93	5.56	0.02	0.00	0.01	0.00	0.10
WEST VIRGINIA	89.76	10.11	0.10	0.00	0.01	0.00	0.01	0.02
WISCONSIN	92.77	3.83	3.24	0.08	0.07	0.00	0.00	0.02
WYOMING	88.87	9.32	1.31	0.00	0.51	0.00	0.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	91.91	5.15	2.94	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	70.83	0.00	29.17	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	65.07	21.69	13.24	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	90.10	5.67	3.91	0.16	0.10	0.00	0.01	0.06
50 STATES, D.C. & P.R.	90.13	5.64	3.89	0.16	0.10	0.00	0.01	0.06

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MENTAL RETARDATION

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	595	3,576	4,093	103	6	8	1	5
ALASKA	35	35	129	0	0	0	0	0
ARIZONA	306	608	1,774	95	25	0	3	4
ARKANSAS	614	2,077	1,572	0	66	0	27	10
CALIFORNIA	901	1,151	9,272	637	90	0	1	140
COLORADO	497	292	331	0	0	0	0	2
CONNECTICUT	156	245	1,011	46	24	0	1	1
DELAWARE	85	441	195	91	0	1	1	1
DISTRICT OF COLUMBIA	6	16	274	100	28	0	0	0
FLORIDA	373	1,078	13,489	1,056	3	10	0	72
GEORGIA	928	2,887	7,488	61	2	38	1	17
HAWAII	185	392	388	3	.	.	.	.
IDAHO	537	425	224	2	0	0	1	1
ILLINOIS	342	1,188	7,659	570	503	3	29	12
INDIANA	1,420	1,078	6,107	71	1	3	18	16
IOWA	3,547	1,618	492	30	.	0	11	0
KANSAS	574	579	1,082	9	7	2	1	1
KENTUCKY	2,089	3,417	1,727	4	2	0	0	20
LOUISIANA	157	534	4,118	111	13	42	2	13
MAINE	61	186	208	2	9	0	0	0
MARYLAND	214	522	1,552	335	32	5	1	6
MASSACHUSETTS	1,547	1,084	2,875	37	95	.	20	8
MICHIGAN	856	1,923	5,100	638	.	2	0	17
MINNESOTA	1,298	1,848	895	122	2	0	2	15
MISSISSIPPI	52	474	1,654	29	1	8	2	5
MISSOURI	455	683	3,133	435	30	25	10	52
MONTANA	106	204	161	5	0	0	4	0
NEBRASKA	702	926	611	31	1	2	4	22
NEVADA	79	243	287	57	0	0	0	4
NEW HAMPSHIRE	81	57	165	22	4	0	1	2
NEW JERSEY	28	225	794	284	158	3	0	10
NEW MEXICO	70	125	556	0	1	2	0	1
NEW YORK	542	359	4,011	971	191	2	12	10
NORTH CAROLINA	2,486	3,981	4,875	278	90	0	8	23
NORTH DAKOTA	215	168	110	4	1	0	0	1
OHIO	3,082	10,480	5,818	48	0	1	0	11
OKLAHOMA	502	1,707	1,891	25	4	0	0	6
OREGON	533	301	392	15	8	2	1	3
PENNSYLVANIA	515	2,528	7,208	394	18	10	5	45
PUERTO RICO	92	2,008	2,035	112	51	0	0	32
RHODE ISLAND	17	22	358	0	25	0	3	2
SOUTH CAROLINA	347	1,972	4,238	162	0	.	1	19
SOUTH DAKOTA	151	316	160	2	1	1	1	0
TENNESSEE	642	1,917	3,020	25	29	0	8	12
TEXAS	323	4,259	7,483	196	4	3	0	107
UTAH	98	212	922	22	0	0	0	0
VERMONT	512	36	15	2	4	0	1	3
VIRGINIA	106	672	4,595	56	5	5	3	26
WASHINGTON	816	1,579	1,321	11	4	0	0	1
WEST VIRGINIA	190	1,085	1,640	7	0	0	0	8
WISCONSIN	321	1,756	3,165	100	0	16	0	5
WYOMING	36	115	89	1	2	3	0	1
AMERICAN SAMOA	0	0	9	0	0	0	0	0
GUAM	6	29	10	0	0	0	0	0
NORTHERN MARIANAS	9	2	1	0	0	0	0	0
PALAU	0	1	0	0	0	0	0	0
VIRGIN ISLANDS	3	1	165	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	22	157	43	4	0	1	0	0
U.S. AND OUTLYING AREAS	30,462	65,800	132,990	7,421	1,540	198	184	772
50 STATES, D.C. & P.R.	30,422	65,610	132,762	7,417	1,540	197	184	772

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Table AB4

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MENTAL RETARDATION

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	7.09	42.64	48.80	1.23	0.07	0.10	0.01	0.06
ALASKA	17.59	17.59	64.82	0.00	0.00	0.00	0.00	0.00
ARIZONA	10.87	21.60	63.02	3.37	0.89	0.00	0.11	0.14
ARKANSAS	14.06	47.57	36.01	0.00	1.51	0.00	0.62	0.23
CALIFORNIA	7.39	9.44	76.05	5.22	0.74	0.00	0.01	1.15
COLORADO	44.30	26.02	29.50	0.00	0.00	0.00	0.00	0.18
CONNECTICUT	10.51	16.51	68.13	3.10	1.62	0.00	0.07	0.07
DELAWARE	10.43	54.11	23.93	11.17	0.00	0.12	0.12	0.12
DISTRICT OF COLUMBIA	1.42	3.77	64.62	23.58	6.60	0.00	0.00	0.00
FLORIDA	2.32	6.70	83.88	6.57	0.02	0.06	0.00	0.45
GEORGIA	8.12	25.28	65.56	0.53	0.02	0.33	0.01	0.15
HAWAII	19.11	40.50	40.08	0.31	.	.	.	.
IDAHO	45.13	35.71	18.82	0.17	0.00	0.00	0.08	0.08
ILLINOIS	3.32	11.53	74.32	5.53	4.88	0.03	0.28	0.12
INDIANA	16.30	12.37	70.08	0.81	0.01	0.03	0.21	0.18
IOWA	62.25	28.40	8.63	0.53	.	0.00	0.19	0.00
KANSAS	25.45	25.68	47.98	0.40	0.31	0.09	0.04	0.04
KENTUCKY	28.78	47.07	23.79	0.06	0.03	0.00	0.00	0.28
LOUISIANA	3.15	10.70	82.53	2.22	0.26	0.84	0.04	0.26
MAINE	13.09	39.91	44.64	0.43	1.93	0.00	0.00	0.00
MARYLAND	8.02	19.57	58.19	12.56	1.20	0.19	0.04	0.22
MASSACHUSETTS	27.30	19.13	50.74	0.65	1.68	.	0.35	0.14
MICHIGAN	10.03	22.53	59.75	7.47	.	0.02	0.00	0.20
MINNESOTA	31.04	44.19	21.40	2.92	0.05	0.00	0.05	0.36
MISSISSIPPI	2.34	21.30	74.34	1.30	0.04	0.36	0.09	0.22
MISSOURI	9.43	14.16	64.96	9.02	0.62	0.52	0.21	1.08
MONTANA	22.08	42.50	33.54	1.04	0.00	0.00	0.83	0.00
NEBRASKA	30.54	40.28	26.58	1.35	0.04	0.09	0.17	0.96
NEVADA	11.79	36.27	42.84	8.51	0.00	0.00	0.00	0.60
NEW HAMPSHIRE	24.40	17.17	49.70	6.63	1.20	0.00	0.30	0.60
NEW JERSEY	1.86	14.98	52.86	18.91	10.52	0.20	0.00	0.67
NEW MEXICO	9.27	16.56	73.64	0.00	0.13	0.26	0.00	0.13
NEW YORK	8.89	5.89	65.78	15.92	3.13	0.03	0.20	0.16
NORTH CAROLINA	21.17	33.91	41.52	2.37	0.77	0.00	0.07	0.20
NORTH DAKOTA	43.09	33.67	22.04	0.80	0.20	0.00	0.00	0.20
OHIO	15.85	53.91	29.93	0.25	0.00	0.01	0.00	0.06
OKLAHOMA	12.14	41.28	45.73	0.60	0.10	0.00	0.00	0.15
OREGON	42.47	23.98	31.24	1.20	0.64	0.16	0.08	0.24
PENNSYLVANIA	4.80	23.58	67.22	3.67	0.17	0.09	0.05	0.42
PUERTO RICO	2.12	46.37	47.00	2.59	1.18	0.00	0.00	0.74
RHODE ISLAND	3.98	5.15	83.84	0.00	5.85	0.00	0.70	0.47
SOUTH CAROLINA	5.15	29.26	62.89	2.40	0.00	.	0.01	0.28
SOUTH DAKOTA	23.89	50.00	25.32	0.32	0.16	0.16	0.16	0.00
TENNESSEE	11.36	33.91	53.42	0.44	0.51	0.00	0.14	0.21
TEXAS	2.61	34.42	60.47	1.58	0.03	0.02	0.00	0.86
UTAH	7.81	16.91	73.52	1.75	0.00	0.00	0.00	0.00
VERMONT	89.35	6.28	2.62	0.35	0.70	0.00	0.17	0.52
VIRGINIA	1.94	12.29	84.03	1.02	0.09	0.09	0.05	0.48
WASHINGTON	21.86	42.31	35.40	0.29	0.11	0.00	0.00	0.03
WEST VIRGINIA	6.48	37.03	55.97	0.24	0.00	0.00	0.00	0.27
WISCONSIN	5.99	32.74	59.02	1.86	0.00	0.30	0.00	0.09
WYOMING	14.57	46.56	36.03	0.40	0.81	1.21	0.00	0.40
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	13.33	64.44	22.22	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	75.00	16.67	8.33	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	1.78	0.59	97.63	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	9.69	69.16	18.94	1.76	0.00	0.44	0.00	0.00
U.S. AND OUTLYING AREAS	12.73	27.49	55.56	3.10	0.64	0.08	0.08	0.32
50 STATES, D.C. & P.R.	12.73	27.46	55.57	3.10	0.64	0.08	0.08	0.32

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

EMOTIONAL DISTURBANCE

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	831	718	430	44	10	9	16	6
ALASKA	76	63	78	0	0	0	8	0
ARIZONA	483	318	639	127	83	0	26	0
ARKANSAS	25	30	68	1	5	0	2	4
CALIFORNIA	444	298	2,523	256	1.315	0	110	40
COLORADO	1,848	293	571	66	49	0	131	43
CONNECTICUT	1,173	446	947	88	189	0	54	22
DELAWARE	29	129	40	25	0	0	0	2
DISTRICT OF COLUMBIA	0	120	74	21	27	0	0	0
FLORIDA	1,875	2,761	10,112	807	34	14	0	51
GEORGIA	3,220	4,023	3,060	144	0	47	10	3
HAWAII	186	136	131	0	11	.	5	2
IDAHO	95	24	42	14	3	0	6	1
ILLINOIS	660	2,345	3,575	839	537	1	58	16
INDIANA	984	204	1.461	74	9	27	30	13
IOWA	1,617	738	224	108	.	20	40	3
KANSAS	772	302	412	52	1	29	7	9
KENTUCKY	294	523	857	20	9	1	22	6
LOUISIANA	138	210	1.337	105	0	28	7	18
MAINE	690	530	309	25	28	0	21	4
MARYLAND	306	292	892	218	295	6	25	6
MASSACHUSETTS	1,290	405	1,705	291	552	.	36	25
MICHIGAN	1,968	1,398	2,025	345	.	12	2	4
MINNESOTA	3,546	852	744	264	64	27	28	13
MISSISSIPPI	7	22	66	0	0	0	1	4
MISSOURI	1,040	867	1.314	27	123	70	43	38
MONTANA	119	59	60	9	6	4	33	4
NEBRASKA	510	193	383	17	4	1	1	7
NEVADA	150	178	126	6	0	0	0	4
NEW HAMPSHIRE	262	116	120	3	19	0	30	2
NEW JERSEY	322	418	934	220	572	22	1	32
NEW MEXICO	287	140	669	0	0	29	10	4
NEW YORK	2,119	846	6,301	4,091	833	97	123	205
NORTH CAROLINA	1,403	800	1.579	54	7	13	3	23
NORTH DAKOTA	118	44	48	0	0	1	4	1
OHIO	398	1,031	1,241	838	0	2	0	26
OKLAHOMA	133	168	551	25	5	4	2	23
OREGON	538	137	329	92	146	4	30	16
PENNSYLVANIA	505	807	2,936	231	382	167	29	23
PUERTO RICO	31	178	238	3	3	0	1	9
RHODE ISLAND	118	69	263	0	58	0	32	2
SOUTH CAROLINA	237	704	943	35	0	0	3	5
SOUTH DAKOTA	73	48	52	0	15	0	34	3
TENNESSEE	251	184	416	41	19	14	12	8
TEXAS	4,011	4,894	4,366	199	1	0	1	184
UTAH	918	677	521	53	0	12	0	14
VERMONT	406	24	7	8	15	0	16	3
VIRGINIA	509	701	2,290	114	89	7	24	6
WASHINGTON	843	586	592	70	9	3	1	38
WEST VIRGINIA	198	157	203	0	0	0	1	1
WISCONSIN	1,281	2,171	1,666	13	0	32	5	2
WYOMING	103	79	69	3	0	.	3	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	1	0	0	0	0	0
NORTHERN MARIANAS	2	0	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	8	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	61	83	68	0	0	4	2	0
U.S. AND OUTLYING AREAS	39,503	33,540	60,617	10,086	5,527	711	1,089	979
50 STATES, D.C. & P.R.	39.440	33,456	60,539	10,086	5,527	707	1,087	979

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	40.26	34.79	20.83	2.13	0.48	0.44	0.78	0.29
ALASKA	33.78	28.00	34.67	0.00	0.00	0.00	3.56	0.00
ARIZONA	28.82	18.97	38.13	7.58	4.95	0.00	1.55	0.00
ARKANSAS	18.52	22.22	50.37	0.74	3.70	0.00	1.48	2.96
CALIFORNIA	8.90	5.98	50.60	5.13	26.37	0.00	2.21	0.80
COLORADO	61.58	9.76	19.03	2.20	1.63	0.00	4.37	1.43
CONNECTICUT	40.18	15.28	32.44	3.01	6.47	0.00	1.85	0.75
DELAWARE	12.89	57.33	17.78	11.11	0.00	0.00	0.00	0.89
DISTRICT OF COLUMBIA	0.00	49.59	30.58	8.68	11.16	0.00	0.00	0.00
FLORIDA	11.98	17.64	64.60	5.16	0.22	0.09	0.00	0.33
GEORGIA	30.65	38.29	29.12	1.37	0.00	0.45	0.10	0.03
HAWAII	39.49	28.87	27.81	0.00	2.34	.	1.06	0.42
IDAHO	51.35	12.97	22.70	7.57	1.62	0.00	3.24	0.54
ILLINOIS	8.22	29.20	44.52	10.45	6.69	0.01	0.72	0.20
INDIANA	35.12	7.28	52.14	2.64	0.32	0.96	1.07	0.46
IOWA	58.80	26.84	8.15	3.93	.	0.73	1.45	0.11
KANSAS	48.74	19.07	26.01	3.28	0.06	1.83	0.44	0.57
KENTUCKY	16.97	30.20	49.48	1.15	0.52	0.06	1.27	0.35
LOUISIANA	7.49	11.39	72.54	5.70	0.00	1.52	0.38	0.98
MAINE	42.94	32.98	19.23	1.56	1.74	0.00	1.31	0.25
MARYLAND	15.00	14.31	43.73	10.69	14.46	0.29	1.23	0.29
MASSACHUSETTS	29.97	9.41	39.61	6.76	12.83	.	0.84	0.58
MICHIGAN	34.20	24.30	35.19	6.00	.	0.21	0.03	0.07
MINNESOTA	64.03	15.38	13.43	4.77	1.16	0.49	0.51	0.23
MISSISSIPPI	7.00	22.00	66.00	0.00	0.00	0.00	1.00	4.00
MISSOURI	29.53	24.62	37.31	0.77	3.49	1.99	1.22	1.08
MONTANA	40.48	20.07	20.41	3.06	2.04	1.36	11.22	1.36
NEBRASKA	45.70	17.29	34.32	1.52	0.36	0.09	0.09	0.63
NEVADA	32.33	38.36	27.16	1.29	0.00	0.00	0.00	0.86
NEW HAMPSHIRE	47.46	21.01	21.74	0.54	3.44	0.00	5.43	0.36
NEW JERSEY	12.77	16.58	37.05	8.73	22.69	0.87	0.04	1.27
NEW MEXICO	25.20	12.29	58.74	0.00	0.00	2.55	0.88	0.35
NEW YORK	14.50	5.79	43.11	27.99	5.70	0.66	0.84	1.40
NORTH CAROLINA	36.14	20.61	40.67	1.39	0.18	0.33	0.08	0.59
NORTH DAKOTA	54.63	20.37	22.22	0.00	0.00	0.46	1.85	0.46
OHIO	11.26	29.16	35.10	23.70	0.00	0.06	0.00	0.74
OKLAHOMA	14.60	18.44	60.48	2.74	0.55	0.44	0.22	2.52
OREGON	41.64	10.60	25.46	7.12	11.30	0.31	2.32	1.24
PENNSYLVANIA	9.94	15.89	57.80	4.55	7.52	3.29	0.57	0.45
PUERTO RICO	6.70	38.44	51.40	0.65	0.65	0.00	0.22	1.94
RHODE ISLAND	21.77	12.73	48.52	0.00	10.70	0.00	5.90	0.37
SOUTH CAROLINA	12.30	36.53	48.94	1.82	0.00	.	0.16	0.26
SOUTH DAKOTA	32.44	21.33	23.11	0.00	6.67	0.00	15.11	1.33
TENNESSEE	26.56	19.47	44.02	4.34	2.01	1.48	1.27	0.85
TEXAS	29.37	35.84	31.97	1.46	0.01	0.00	0.01	1.35
UTAH	41.82	30.84	23.74	2.41	0.00	0.55	0.00	0.64
VERMONT	84.76	5.01	1.46	1.67	3.13	0.00	3.34	0.63
VIRGINIA	13.61	18.74	61.23	3.05	2.38	0.19	0.64	0.16
WASHINGTON	39.36	27.36	27.64	3.27	0.42	0.14	0.05	1.77
WEST VIRGINIA	35.36	28.04	36.25	0.00	0.00	0.00	0.18	0.18
WISCONSIN	24.78	41.99	32.22	0.25	0.00	0.62	0.10	0.04
WYOMING	39.31	30.15	26.34	1.15	0.00	1.53	1.15	0.38
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	27.98	38.07	31.19	0.00	0.00	1.83	0.92	0.00
U.S. AND OUTLYING AREAS	25.98	22.06	39.87	6.63	3.63	0.47	0.72	0.64
50 STATES, D.C. & P.R.	25.98	22.04	39.88	6.64	3.64	0.47	0.72	0.64

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	36	64	377	110	1	20	0	14
ALASKA	24	54	119	0	0	0	0	3
ARIZONA	110	73	329	56	35	8	1	15
ARKANSAS	34	76	235	8	47	0	18	11
CALIFORNIA	190	201	1,581	271	61	27	1	32
COLORADO	574	244	442	95	1	2	2	21
CONNECTICUT	181	233	323	73	36	0	6	6
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	3	125	1	.	.	.	.
IDAHO	47	40	98	3	0	7	1	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	24	8	287	11	0	33	15	10
IOWA	103	47	14	22	.	0	4	3
KANSAS	311	134	178	47	6	1	0	10
KENTUCKY	141	133	361	3	4	0	0	22
LOUISIANA	4	4	313	32	0	14	4	26
MAINE	257	291	392	10	8	1	6	8
MARYLAND	287	276	1,017	466	146	5	37	9
MASSACHUSETTS	167	116	438	30	84	.	28	25
MICHIGAN	55	39	449	561	.	1	0	35
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1	8	83	26	0	12	0	4
MISSOURI	24	85	241	4	7	5	7	12
MONTANA	51	52	98	2	0	3	3	3
NEBRASKA	13	25	105	19	1	2	0	13
NEVADA	16	21	80	79	0	0	0	7
NEW HAMPSHIRE	26	20	25	81	6	0	12	2
NEW JERSEY	391	978	2,329	1,000	1,205	32	5	46
NEW MEXICO	59	75	311	0	0	15	0	19
NEW YORK	898	770	3,568	2,218	777	54	94	80
NORTH CAROLINA	37	45	389	96	25	16	44	19
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	215	1,181	3,218	224	0	0	0	34
OKLAHOMA	55	99	462	42	1	4	12	22
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	33	27	454	110	0	4	0	16
PUERTO RICO	16	55	234	42	14	7	3	168
RHODE ISLAND	0	10	67	0	30	0	2	0
SOUTH CAROLINA	1	42	74	13	0	.	0	3
SOUTH DAKOTA	36	72	88	4	5	6	22	4
TENNESSEE	29	63	488	80	59	28	1	22
TEXAS	149	995	1,731	136	4	7	0	80
UTAH	25	15	260	184	0	0	0	10
VERMONT	27	4	2	0	0	0	0	3
VIRGINIA	816	803	1,382	36	12	13	3	25
WASHINGTON	197	330	795	35	4	3	0	12
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	6	0	0	0	0	0
GUAM	9	8	2	1	0	0	0	0
NORTHERN MARIANAS	2	4	8	0	0	0	0	1
PALAU	0	0	0	2	0	0	0	0
VIRGIN ISLANDS	0	0	17	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	95	61	57	0	0	2	0	1
U.S. AND OUTLYING AREAS	5,767	7,884	23,652	6,233	2,579	332	331	858
50 STATES, D.C. & P.R.	5,661	7,811	23,562	6,230	2,579	330	331	856

Please see data notes for an explanation of individual State differences.

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MULTIPLE DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5.79	10.29	60.61	17.68	0.16	3.22	0.00	2.25
ALASKA	12.00	27.00	59.50	0.00	0.00	0.00	0.00	1.50
ARIZONA	17.54	11.64	52.47	8.93	5.58	1.28	0.16	2.39
ARKANSAS	7.93	17.72	54.78	1.86	10.96	0.00	4.20	2.56
CALIFORNIA	8.04	8.50	66.88	11.46	2.58	1.14	0.04	1.35
COLORADO	41.56	17.67	32.01	6.88	0.07	0.14	0.14	1.52
CONNECTICUT	21.10	27.16	37.65	8.51	4.20	0.00	0.70	0.70
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.77	2.31	96.15	0.77	.	.	.	.
IDAHO	23.74	20.20	49.49	1.52	0.00	3.54	0.51	1.01
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	6.19	2.06	73.97	2.84	0.00	8.51	3.87	2.58
IOWA	53.37	24.35	7.25	11.40	.	0.00	2.07	1.55
KANSAS	45.27	19.51	25.91	6.84	0.87	0.15	0.00	1.46
KENTUCKY	21.23	20.03	54.37	0.45	0.60	0.00	0.00	3.31
LOUISIANA	1.01	1.01	78.84	8.06	0.00	3.53	1.01	6.55
MAINE	26.41	29.91	40.29	1.03	0.82	0.10	0.62	0.82
MARYLAND	12.80	12.30	45.34	20.78	6.51	0.22	1.65	0.40
MASSACHUSETTS	18.81	13.06	49.32	3.38	9.46	.	3.15	2.82
MICHIGAN	4.82	3.42	39.39	49.21	.	0.09	0.00	3.07
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.75	5.97	61.94	19.40	0.00	8.96	0.00	2.99
MISSOURI	6.23	22.08	62.60	1.04	1.82	1.30	1.82	3.12
MONTANA	24.06	24.53	46.23	0.94	0.00	1.42	1.42	1.42
NEBRASKA	7.30	14.04	58.99	10.67	0.56	1.12	0.00	7.30
NEVADA	7.88	10.34	39.41	38.92	0.00	0.00	0.00	3.45
NEW HAMPSHIRE	15.12	11.63	14.53	47.09	3.49	0.00	6.98	1.16
NEW JERSEY	6.53	16.34	38.91	16.71	20.13	0.53	0.08	0.77
NEW MEXICO	12.32	15.66	64.93	0.00	0.00	3.13	0.00	3.97
NEW YORK	10.62	9.10	42.18	26.22	9.19	0.64	1.11	0.95
NORTH CAROLINA	5.51	6.71	57.97	14.31	3.73	2.38	6.56	2.83
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	4.41	24.24	66.05	4.60	0.00	0.00	0.00	0.70
OKLAHOMA	7.89	14.20	66.28	6.03	0.14	0.57	1.72	3.16
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	5.12	4.19	70.50	17.08	0.00	0.62	0.00	2.48
PUERTO RICO	2.97	10.20	43.41	7.79	2.60	1.30	0.56	31.17
RHODE ISLAND	0.00	9.17	61.47	0.00	27.52	0.00	1.83	0.00
SOUTH CAROLINA	0.75	31.58	55.64	9.77	0.00	.	0.00	2.26
SOUTH DAKOTA	15.19	30.38	37.13	1.69	2.11	2.53	9.28	1.69
TENNESSEE	3.77	8.18	63.38	10.39	7.66	3.64	0.13	2.86
TEXAS	4.80	32.08	55.80	4.38	0.13	0.23	0.00	2.58
UTAH	5.06	3.04	52.63	37.25	0.00	0.00	0.00	2.02
VERMONT	75.00	11.11	5.56	0.00	0.00	0.00	0.00	8.33
VIRGINIA	26.41	25.99	44.72	1.17	0.39	0.42	0.10	0.81
WASHINGTON	14.32	23.98	57.78	2.54	0.29	0.22	0.00	0.87
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	45.00	40.00	10.00	5.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	13.33	26.67	53.33	0.00	0.00	0.00	0.00	6.67
PALAU	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	43.98	28.24	26.39	0.00	0.00	0.93	0.00	0.46
U.S. AND OUTLYING AREAS	12.11	16.55	49.65	13.08	5.41	0.70	0.69	1.80
50 STATES, D.C. & P.R.	11.95	16.49	49.75	13.15	5.45	0.70	0.70	1.81

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	175	97	90	13	0	51	0	0
ALASKA	55	29	24	1	0	0	0	0
ARIZONA	312	98	88	76	0	44	0	1
ARKANSAS	116	76	25	28	1	0	36	0
CALIFORNIA	1,486	466	2,003	57	39	216	2	1
COLORADO	349	30	124	15	0	13	0	0
CONNECTICUT	196	49	29	26	47	0	11	0
DELAWARE	12	77	1	1	0	0	0	0
DISTRICT OF COLUMBIA	6	6	10	0	2	0	0	0
FLORIDA	267	152	658	1	0	174	0	0
GEORGIA	164	129	234	75	3	22	0	0
HAWAII	86	28	48	14	.	.	.	.
IDAHO	86	25	20	1	0	31	0	0
ILLINOIS	270	384	699	44	4	64	3	0
INDIANA	325	51	207	49	0	49	2	1
IOWA	189	87	26	0	0	51	3	0
KANSAS	100	44	49	51	0	1	0	0
KENTUCKY	139	71	51	0	5	48	0	0
LOUISIANA	209	118	237	0	4	57	0	1
MAINE	76	16	10	24	1	2	0	0
MARYLAND	247	65	146	4	1	139	0	1
MASSACHUSETTS	291	41	173	7	60	0	13	1
MICHIGAN	677	170	423	31	.	23	0	11
MINNESOTA	578	107	90	30	0	52	1	0
MISSISSIPPI	87	79	70	4	1	51	0	0
MISSOURI	159	130	110	25	9	25	8	0
MONTANA	48	16	13	0	0	12	0	0
NEBRASKA	173	40	64	7	3	2	0	5
NEVADA	53	30	80	3	0	0	0	0
NEW HAMPSHIRE	26	7	8	87	0	0	7	0
NEW JERSEY	179	99	207	74	20	44	0	1
NEW MEXICO	97	29	68	2	0	28	0	10
NEW YORK	867	157	550	223	322	67	10	3
NORTH CAROLINA	463	135	152	4	2	166	0	2
NORTH DAKOTA	31	8	3	0	0	1	0	0
OHIO	422	270	309	53	0	30	0	1
OKLAHOMA	109	42	111	7	0	54	1	0
OREGON	82	20	4	2	8	20	0	0
PENNSYLVANIA	729	193	286	2	161	0	46	0
PUERTO RICO	36	164	124	0	70	0	0	0
RHODE ISLAND	22	20	7	41	0	0	0	0
SOUTH CAROLINA	182	103	152	8	1	0	0	1
SOUTH DAKOTA	35	11	2	19	1	6	0	1
TENNESSEE	243	70	161	19	2	60	1	2
TEXAS	483	860	1,068	34	1	78	0	19
UTAH	142	41	16	0	0	197	0	0
VERMONT	49	2	2	2	8	0	7	0
VIRGINIA	188	114	237	1	1	52	1	3
WASHINGTON	630	342	179	50	28	53	1	5
WEST VIRGINIA	46	57	23	10	0	15	0	0
WISCONSIN	246	82	190	28	1	34	0	0
WYOMING	54	17	17	0	0	1	0	0
AMERICAN SAMOA	0	3	0	0	0	0	0	0
GUAM	5	0	9	0	0	0	0	0
NORTHERN MARIANAS	1	3	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	4	0	10	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	18	8	6	0	0	0	0	0
U.S. AND OUTLYING AREAS	12,320	5,568	9,704	1,253	806	2,033	153	70
50 STATES, D.C. & P.R.	12,292	5,554	9,678	1,253	806	2,033	153	70

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	41.08	22.77	21.13	3.05	0.00	11.97	0.00	0.00
ALASKA	50.46	26.61	22.02	0.92	0.00	0.00	0.00	0.00
ARIZONA	50.40	15.83	14.22	12.28	0.00	7.11	0.00	0.16
ARKANSAS	41.13	26.95	8.87	9.93	0.35	0.00	12.77	0.00
CALIFORNIA	34.80	10.91	46.91	1.33	0.91	5.06	0.05	0.02
COLORADO	65.73	5.65	23.35	2.82	0.00	2.45	0.00	0.00
CONNECTICUT	54.75	13.69	8.10	7.26	13.13	0.00	3.07	0.00
DELAWARE	13.19	84.62	1.10	1.10	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	25.00	25.00	41.67	0.00	8.33	0.00	0.00	0.00
FLORIDA	21.33	12.14	52.56	0.08	0.00	13.90	0.00	0.00
GEORGIA	26.16	20.57	37.32	11.96	0.48	3.51	0.00	0.00
HAWAII	48.86	15.91	27.27	7.95	.	.	.	.
IDAHO	52.76	15.34	12.27	0.61	0.00	19.02	0.00	0.00
ILLINOIS	18.39	26.16	47.62	3.00	0.27	4.36	0.20	0.00
INDIANA	47.51	7.46	30.26	7.16	0.00	7.16	0.29	0.15
IOWA	53.09	24.44	7.30	0.00	.	14.33	0.6[illegible]	0.00
KANSAS	40.82	17.96	20.00	20.82	0.00	0.41	0.00	0.00
KENTUCKY	44.27	22.61	16.24	0.00	1.59	15.29	0.00	0.00
LOUISIANA	33.39	18.85	37.86	0.00	0.64	9.11	0.00	0.16
MAINE	58.91	12.40	7.75	18.60	0.78	1.55	0.00	0.00
MARYLAND	40.96	10.78	24.21	0.66	0.17	23.05	0.00	0.17
MASSACHUSETTS	49.66	7.00	29.52	1.19	10.24	.	2.22	0.17
MICHIGAN	50.71	12.73	31.69	2.32	.	1.72	0.00	0.82
MINNESOTA	67.37	12.47	10.49	3.50	0.00	6.06	0.12	0.00
MISSISSIPPI	29.79	27.05	23.97	1.37	0.34	17.47	0.00	0.00
MISSOURI	34.12	27.90	23.61	5.36	1.93	5.36	1.72	0.00
MONTANA	53.93	17.98	14.61	0.00	0.00	13.48	0.00	0.00
NEBRASKA	58.84	13.61	21.77	2.38	1.02	0.68	0.00	1.70
NEVADA	31.93	18.07	48.19	1.81	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	19.26	5.19	5.93	64.44	0.00	0.00	5.19	0.00
NEW JERSEY	28.69	15.87	33.17	11.86	3.21	7.05	0.00	0.16
NEW MEXICO	41.45	12.39	29.06	0.85	0.00	11.97	0.00	4.27
NEW YORK	39.43	7.14	25.01	10.14	14.64	3.05	0.45	0.14
NORTH CAROLINA	50.11	14.61	16.45	0.43	0.22	17.97	0.00	0.22
NORTH DAKOTA	72.09	18.60	6.98	0.00	0.00	2.33	0.00	0.00
OHIO	38.89	24.88	28.48	4.88	0.00	2.76	0.00	0.09
OKLAHOMA	33.64	12.96	34.26	2.16	0.00	16.67	0.31	0.00
OREGON	60.29	14.71	2.94	1.47	5.88	14.71	0.00	0.00
PENNSYLVANIA	51.45	13.62	20.18	0.14	11.36	0.00	3.25	0.00
PUERTO RICO	9.14	41.62	31.47	0.00	17.77	0.00	0.00	0.00
RHODE ISLAND	24.44	22.22	7.78	45.56	0.00	0.00	0.00	0.00
SOUTH CAROLINA	40.72	23.04	34.00	1.79	0.22	.	0.00	0.22
SOUTH DAKOTA	46.67	14.67	2.67	25.33	1.33	8.00	0.00	1.33
TENNESSEE	43.55	12.54	28.85	3.41	0.36	10.75	0.18	0.36
TEXAS	18.99	33.82	42.00	1.34	0.04	3.07	0.00	0.75
UTAH	35.86	10.35	4.04	0.00	0.00	49.75	0.00	0.00
VERMONT	70.00	2.86	2.86	2.86	11.43	0.00	10.00	0.00
VIRGINIA	31.49	19.10	39.70	0.17	0.17	8.71	0.17	0.50
WASHINGTON	48.91	26.55	13.90	3.88	2.17	4.11	0.08	0.39
WEST VIRGINIA	30.46	37.75	15.23	6.62	0.00	9.93	0.00	0.00
WISCONSIN	42.34	14.11	32.70	4.82	0.17	5.85	0.00	0.00
WYOMING	60.67	19.10	19.10	0.00	0.00	1.12	0.00	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	35.71	0.00	64.29	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	25.00	75.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	28.57	0.00	71.43	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	56.25	25.00	18.75	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	38.61	17.45	30.41	3.93	2.53	6.37	0.48	0.22
50 STATES, D.C. & P.R.	38.61	17.44	30.40	3.94	2.53	6.39	0.48	0.22

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Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	181	72	59	3	0	0	0	2
ALASKA	26	12	10	0	0	0	0	0
ARIZONA	252	49	113	0	0	0	0	0
ARKANSAS	38	30	19	0	3	0	0	0
CALIFORNIA	1,670	531	2,560	604	28	0	0	58
COLORADO	1,471	171	105	6	1	0	2	15
CONNECTICUT	109	10	12	1	1	0	0	1
DELAWARE	99	113	42	32	0	0	1	19
DISTRICT OF COLUMBIA	0	14	0	33	0	0	0	0
FLORIDA	623	437	1,306	58	8	1	0	44
GEORGIA	149	159	171	0	0	0	0	1
HAWAII	48	12	18	0	.	.	.	2
IDAHO	50	16	6	0	0	0	0	0
ILLINOIS	370	323	436	185	3	4	1	42
INDIANA	438	27	102	2	0	0	0	0
IOWA	334	152	46	0	0	1	11	6
KANSAS	261	28	32	1	5	0	0	8
KENTUCKY	118	81	21	0	1	0	0	4
LOUISIANA	202	155	319	8	0	4	0	15
MAINE	41	8	2	0	0	0	0	0
MARYLAND	119	56	109	11	24	0	0	0
MASSACHUSETTS	325	24	80	1	15	.	1	6
MICHIGAN	2,282	802	870	84	.	0	2	28
MINNESOTA	522	146	34	13	2	0	0	6
MISSISSIPPI	58	211	226	14	1	0	0	44
MISSOURI	67	217	110	4	2	0	2	3
MONTANA	30	4	3	0	0	0	0	0
NEBRASKA	207	42	25	1	0	0	0	23
NEVADA	76	17	19	2	0	0	0	3
NEW HAMPSHIRE	36	29	23	9	1	0	0	1
NEW JERSEY	144	56	42	67	25	0	0	1
NEW MEXICO	104	47	83	0	0	0	0	2
NEW YORK	1,081	135	419	30	61	1	3	7
NORTH CAROLINA	338	86	104	10	3	0	0	6
NORTH DAKOTA	58	8	13	0	0	0	1	0
OHIO	535	211	348	29	0	0	0	30
OKLAHOMA	164	20	36	1	0	0	0	2
OREGON	178	20	14	0	0	0	0	5
PENNSYLVANIA	101	72	297	37	90	0	9	3
PUERTO RICO	69	151	20	2	51	0	0	11
RHODE ISLAND	35	35	21	0	3	0	0	0
SOUTH CAROLINA	122	137	133	6	1	.	0	5
SOUTH DAKOTA	45	6	5	0	0	0	1	0
TENNESSEE	223	99	202	41	2	0	0	21
TEXAS	515	1,179	925	32	0	1	0	99
UTAH	32	14	26	0	0	0	0	0
VERMONT	32	1	1	0	1	0	0	1
VIRGINIA	154	118	169	5	4	0	0	7
WASHINGTON	368	141	99	0	1	0	0	1
WEST VIRGINIA	64	39	21	0	0	0	0	5
WISCONSIN	378	186	281	2	0	0	0	3
WYOMING	65	20	6	0	0	0	0	0
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	8	0	1	0	0	0	0	0
NORTHERN MARIANAS	6	0	1	0	0	0	0	0
PALAU	2	0	1	0	0	0	0	0
VIRGIN ISLANDS	1	0	2	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	3	5	1	2	0	0	0	0
U.S. AND OUTLYING AREAS	15,027	6,734	10,150	1,336	337	12	35	540
50 STATES, D.C. & P.R.	15,007	6,729	10,143	1,334	337	12	34	540

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ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	57.10	22.71	18.61	0.95	0.00	0.00	0.00	0.63
ALASKA	54.17	25.00	20.83	0.00	0.00	0.00	0.00	0.00
ARIZONA	60.87	11.84	27.29	0.00	0.00	0.00	0.00	0.00
ARKANSAS	42.22	33.33	21.11	0.00	3.33	0.00	0.00	0.00
CALIFORNIA	30.64	9.74	46.96	11.08	0.51	0.00	0.00	1.06
COLORADO	83.06	9.66	5.93	0.34	0.06	0.00	0.11	0.85
CONNECTICUT	81.34	7.46	8.96	0.75	0.75	0.00	0.00	0.75
DELAWARE	32.35	36.93	13.73	10.46	0.00	0.00	0.33	6.21
DISTRICT OF COLUMBIA	0.00	29.79	0.00	70.21	0.00	0.00	0.00	0.00
FLORIDA	25.15	17.64	52.73	2.34	0.32	0.04	0.00	1.78
GEORGIA	31.04	33.13	35.63	0.00	0.00	0.00	0.00	0.21
HAWAII	60.00	15.00	22.50	0.00	.	.	.	2.50
IDAHO	69.44	22.22	8.33	0.00	0.00	0.00	0.00	0.00
ILLINOIS	27.13	23.68	31.96	13.56	0.22	0.29	0.07	3.08
INDIANA	76.98	4.75	17.93	0.35	0.00	0.00	0.00	0.00
IOWA	60.73	27.64	8.36	0.00	.	0.18	2.00	1.09
KANSAS	77.91	8.36	9.55	0.30	1.49	0.00	0.00	2.39
KENTUCKY	52.44	36.00	9.33	0.00	0.44	0.00	0.00	1.78
LOUISIANA	28.73	22.05	45.38	1.14	0.00	0.57	0.00	2.13
MAINE	80.39	15.69	3.92	0.00	0.00	0.00	0.00	0.00
MARYLAND	37.30	17.55	34.17	3.45	7.52	0.00	0.00	0.00
MASSACHUSETTS	71.90	5.31	17.70	0.22	3.32	.	0.22	1.33
MICHIGAN	56.10	19.71	21.39	2.06	.	0.00	0.05	0.69
MINNESOTA	72.20	20.19	4.70	1.80	0.28	0.00	0.00	0.83
MISSISSIPPI	10.47	38.09	40.79	2.53	0.18	0.00	0.00	7.94
MISSOURI	16.54	53.58	27.16	0.99	0.49	0.00	0.49	0.74
MONTANA	81.08	10.81	8.11	0.00	0.00	0.00	0.00	0.00
NEBRASKA	69.46	14.09	8.39	0.34	0.00	0.00	0.00	7.72
NEVADA	64.96	14.53	16.24	1.71	0.00	0.00	0.00	2.56
NEW HAMPSHIRE	36.36	29.29	23.23	9.09	1.01	0.00	0.00	1.01
NEW JERSEY	42.99	16.72	12.54	20.00	7.46	0.00	0.00	0.30
NEW MEXICO	44.07	19.92	35.17	0.00	0.00	0.00	0.00	0.85
NEW YORK	62.23	7.77	24.12	1.73	3.51	0.06	0.17	0.40
NORTH CAROLINA	61.79	15.72	19.01	1.83	0.55	0.00	0.00	1.10
NORTH DAKOTA	72.50	10.00	16.25	0.00	0.00	0.00	1.25	0.00
OHIO	46.40	18.30	30.18	2.52	0.00	0.00	0.00	2.60
OKLAHOMA	73.54	8.97	16.14	0.45	0.00	0.00	0.00	0.90
OREGON	82.03	9.22	6.45	0.00	0.00	0.00	0.00	2.30
PENNSYLVANIA	16.58	11.82	48.77	6.08	14.78	0.00	1.48	0.49
PUERTO RICO	22.70	49.67	6.58	0.66	16.78	0.00	0.00	3.62
RHODE ISLAND	37.23	37.23	22.34	0.00	3.19	0.00	0.00	0.00
SOUTH CAROLINA	30.20	33.91	32.92	1.49	0.25	.	0.00	1.24
SOUTH DAKOTA	78.95	10.53	8.77	0.00	0.00	0.00	1.75	0.00
TENNESSEE	37.93	16.84	34.35	6.97	0.34	0.00	0.00	3.57
TEXAS	18.72	42.86	33.62	1.16	0.00	0.04	0.00	3.60
UTAH	44.44	19.44	36.11	0.00	0.00	0.00	0.00	0.00
VERMONT	88.89	2.78	2.78	0.00	2.78	0.00	0.00	2.78
VIRGINIA	33.70	25.82	36.98	1.09	0.88	0.00	0.00	1.53
WASHINGTON	60.33	23.11	16.23	0.00	0.16	0.00	0.00	0.16
WEST VIRGINIA	49.61	30.23	16.28	0.00	0.00	0.00	0.00	3.88
WISCONSIN	44.47	21.88	33.06	0.24	0.00	0.00	0.00	0.35
WYOMING	71.43	21.98	6.59	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	88.89	0.00	11.11	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	85.71	0.00	14.29	0.00	0.00	0.00	0.00	0.00
PALAU	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	25.00	0.00	50.00	0.00	0.00	0.00	25.00	0.00
BUR. OF INDIAN AFFAIRS	27.27	45.45	9.09	18.18	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	43.98	19.71	29.70	3.91	0.99	0.04	0.10	1.58
50 STATES, D.C. & P.R.	43.96	19.71	29.71	3.91	0.99	0.04	0.10	1.58

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	384	283	97	7	0	0	0	14
ALASKA	89	62	18	0	0	0	0	0
ARIZONA	202	98	40	2	0	0	0	4
ARKANSAS	488	681	136	0	12	0	1	6
CALIFORNIA	4,495	597	1,271	51	82	0	5	64
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	1,339	300	156	5	10	0	2	5
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	18	0	55	7	0	0	0
FLORIDA	93	151	136	2	11	0	0	304
GEORGIA	808	966	601	1	0	1	0	6
HAWAII	106	77	66	0	.	1	.	16
IDAHO	227	51	34	1	0	0	0	1
ILLINOIS	284	562	405	60	12	0	0	123
INDIANA	338	109	182	5	0	0	2	1
IOWA	6	2	1	0	.	0	0	0
KANSAS	723	331	141	9	0	1	0	13
KENTUCKY	496	497	72	0	1	0	0	2
LOUISIANA	743	744	918	5	1	2	0	20
MAINE	253	186	52	1	3	0	0	1
MARYLAND	795	517	435	39	38	4	0	13
MASSACHUSETTS	182	45	59	2	11	.	3	102
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1,399	392	82	12	0	0	2	6
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	675	537	243	4	9	0	9	34
MONTANA	103	77	9	0	1	0	1	5
NEBRASKA	360	146	117	4	2	0	1	23
NEVADA	173	63	20	1	1	0	0	2
NEW HAMPSHIRE	537	272	222	36	5	0	8	3
NEW JERSEY	118	48	25	2	5	0	0	35
NEW MEXICO	209	164	171	0	0	1	0	3
NEW YORK	3,183	1,219	1,701	191	36	3	4	36
NORTH CAROLINA	2,127	774	543	11	15	3	0	24
NORTH DAKOTA	95	20	10	1	2	0	1	0
OHIO	528	80	41	9	0	0	0	207
OKLAHOMA	203	102	81	3	2	0	0	9
OREGON	653	183	87	11	9	1	1	6
PENNSYLVANIA	127	104	53	1	0	0	0	2
PUERTO RICO	121	235	43	0	4	0	7	46
RHODE ISLAND	215	74	106	0	2	0	0	18
SOUTH CAROLINA	172	503	97	2	0	.	0	4
SOUTH DAKOTA	65	28	3	0	1	0	1	0
TENNESSEE	2,117	1,102	477	33	13	1	3	117
TEXAS	1,972	6,112	3,311	69	1	0	0	445
UTAH	96	106	98	5	0	0	0	12
VERMONT	297	10	7	0	1	0	3	5
VIRGINIA	976	868	510	2	8	2	0	15
WASHINGTON	3,391	2,426	1,301	29	15	0	2	13
WEST VIRGINIA	212	186	38	0	0	0	0	4
WISCONSIN	372	234	127	3	0	0	0	15
WYOMING	132	94	32	1	1	3	0	3
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	11	4	0	0	0	0	0	0
NORTHERN MARIANAS	1	1	2	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	1	1	7	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	18	24	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	32,710	22,466	14,385	675	321	23	56	1,788
50 STATES, D.C. & P.R.	32,679	22,436	14,375	675	321	23	56	1,787

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

OTHER HEALTH IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	48.92	36.05	12.36	0.89	0.00	0.00	0.00	1.78
ALASKA	52.66	36.69	10.65	0.00	0.00	0.00	0.00	0.00
ARIZONA	58.38	28.32	11.56	0.58	0.00	0.00	0.00	1.16
ARKANSAS	36.86	51.44	10.27	0.00	0.91	0.00	0.08	0.45
CALIFORNIA	68.47	9.09	19.36	0.78	1.25	0.00	0.08	0.97
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	73.69	16.51	8.59	0.28	0.55	0.00	0.11	0.28
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	22.50	0.00	68.75	8.75	0.00	0.00	0.00
FLORIDA	13.34	21.66	19.51	0.29	1.58	0.00	0.00	43.62
GEORGIA	33.91	40.54	25.22	0.04	0.00	0.04	0.00	0.25
HAWAII	39.85	28.95	24.81	0.00	.	0.38	.	6.02
IDAHO	72.29	16.24	10.83	0.32	0.00	0.00	0.00	0.32
ILLINOIS	19.64	38.87	28.01	4.15	0.83	0.00	0.00	8.51
INDIANA	53.06	17.11	28.57	0.78	0.00	0.00	0.31	0.16
IOWA	66.67	22.22	11.11	0.00	.	0.00	0.00	0.00
KANSAS	59.36	27.18	11.58	0.74	0.00	0.08	0.00	1.07
KENTUCKY	46.44	46.54	6.74	0.00	0.09	0.00	0.00	0.19
LOUISIANA	30.54	30.58	37.73	0.21	0.04	0.08	0.00	0.82
MAINE	51.01	37.50	10.48	0.20	0.60	0.00	0.00	0.20
MARYLAND	43.18	28.08	23.63	2.12	2.06	0.22	0.00	0.71
MASSACHUSETTS	45.05	11.14	14.60	0.50	2.72	.	0.74	25.25
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	73.90	20.71	4.33	0.63	0.00	0.00	0.11	0.32
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	44.67	35.54	16.08	0.26	0.60	0.00	0.60	2.25
MONTANA	52.55	39.29	4.59	0.00	0.51	0.00	0.51	2.55
NEBRASKA	55.13	22.36	17.92	0.61	0.31	0.00	0.15	3.52
NEVADA	66.54	24.23	7.69	0.38	0.38	0.00	0.00	0.77
NEW HAMPSHIRE	49.58	25.12	20.50	3.32	0.46	0.00	0.74	0.28
NEW JERSEY	50.64	20.60	10.73	0.86	2.15	0.00	0.00	15.02
NEW MEXICO	38.14	29.93	31.20	0.00	0.00	0.18	0.00	0.55
NEW YORK	49.95	19.13	26.69	3.00	0.56	0.05	0.06	0.56
NORTH CAROLINA	60.82	22.13	15.53	0.31	0.43	0.09	0.00	0.69
NORTH DAKOTA	73.64	15.50	7.75	0.78	1.55	0.00	0.78	0.00
OHIO	61.04	9.25	4.74	1.04	0.00	0.00	0.00	23.93
OKLAHOMA	50.75	25.50	20.25	0.75	0.50	0.00	0.00	2.25
OREGON	68.66	19.24	9.15	1.16	0.95	0.11	0.11	0.63
PENNSYLVANIA	44.25	36.24	18.47	0.35	0.00	0.00	0.00	0.70
PUERTO RICO	26.54	51.54	9.43	0.00	0.88	0.00	1.54	10.09
RHODE ISLAND	51.81	17.83	25.54	0.00	0.48	0.00	0.00	4.34
SOUTH CAROLINA	22.11	64.65	12.47	0.26	0.00	.	0.00	0.51
SOUTH DAKOTA	66.33	28.57	3.06	0.00	1.02	0.00	1.02	0.00
TENNESSEE	54.80	28.53	12.35	0.85	0.34	0.03	0.08	3.03
TEXAS	16.56	51.32	27.80	0.58	0.01	0.00	0.00	3.74
UTAH	30.28	33.44	30.91	1.58	0.00	0.00	0.00	3.79
VERMONT	91.95	3.10	2.17	0.00	0.31	0.00	0.93	1.55
VIRGINIA	40.99	36.46	21.42	0.08	0.34	0.08	0.00	0.63
WASHINGTON	47.25	33.80	18.13	0.40	0.21	0.00	0.03	0.18
WEST VIRGINIA	48.18	42.27	8.64	0.00	0.00	0.00	0.00	0.91
WISCONSIN	49.53	31.16	16.91	0.40	0.00	0.00	0.00	2.00
WYOMING	49.62	35.34	12.03	0.38	0.38	1.13	0.00	1.13
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	73.33	26.67	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	25.00	25.00	50.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	10.00	10.00	70.00	0.00	0.00	0.00	0.00	10.00
BUR. OF INDIAN AFFAIRS	41.86	55.81	2.33	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	45.16	31.02	19.86	0.93	0.44	0.03	0.08	2.47
50 STATES, D.C. & P.R.	45.17	31.01	19.87	0.93	0.44	0.03	0.08	2.47

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

VISUAL IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	102	31	15	15	0	17	0	0
ALASKA	20	4	2	0	1	0	0	0
ARIZONA	145	36	28	2	0	13	0	1
ARKANSAS	30	24	2	17	0	0	9	0
CALIFORNIA	671	268	607	35	8	16	0	11
COLORADO	113	14	1	5	0	2	0	0
CONNECTICUT	123	26	72	11	5	1	0	9
DELAWARE	29	19	4	1	0	0	0	1
DISTRICT OF COLUMBIA	1	8	10	0	0	0	0	0
FLORIDA	229	89	94	14	1	29	0	1
GEORGIA	133	59	25	3	0	29	0	0
HAWAII	19	6	5	0	.	.	.	.
IDAHO	37	7	3	0	0	3	0	0
ILLINOIS	197	208	109	5	1	21	0	1
INDIANA	226	11	40	26	0	25	0	0
IOWA	38	17	5	0	0	18	1	0
KANSAS	81	11	3	14	0	0	0	0
KENTUCKY	147	18	10	0	0	21	0	0
LOUISIANA	83	38	77	1	0	10	0	0
MAINE	38	4	2	0	0	0	0	0
MARYLAND	101	26	31	3	2	0	13	1
MASSACHUSETTS	202	39	44	1	6	.	4	1
MICHIGAN	252	46	80	7	.	0	0	2
MINNESOTA	133	14	4	0	0	16	0	2
MISSISSIPPI	13	32	23	1	1	20	0	0
MISSOURI	48	78	20	18	2	14	0	1
MONTANA	12	10	0	0	0	5	0	0
NEBRASKA	64	18	6	2	0	2	0	2
NEVADA	20	21	1	0	0	0	0	0
NEW HAMPSHIRE	7	1	1	50	0	0	1	0
NEW JERSEY	116	21	13	2	5	0	0	1
NEW MEXICO	31	19	30	0	0	11	0	0
NEW YORK	337	53	169	39	57	1	1	3
NORTH CAROLINA	170	72	26	1	3	15	0	0
NORTH DAKOTA	19	2	1	1	0	0	0	0
OHIO	260	85	75	10	0	23	0	1
OKLAHOMA	63	23	28	13	0	23	0	0
OREGON	31	1	2	1	3	10	0	2
PENNSYLVANIA	387	42	87	6	91	0	26	4
PUERTO RICO	22	181	19	29	4	3	0	0
RHODE ISLAND	15	10	12	0	0	0	0	0
SOUTH CAROLINA	78	56	23	6	0	.	0	0
SOUTH DAKOTA	11	3	4	2	0	4	1	0
TENNESSEE	281	86	40	4	0	38	0	5
TEXAS	248	471	293	16	0	36	0	21
UTAH	46	13	8	0	0	91	0	0
VERMONT	13	0	0	0	0	0	0	0
VIRGINIA	152	44	13	0	2	10	0	1
WASHINGTON	62	28	25	2	1	12	0	2
WEST VIRGINIA	47	20	1	12	0	13	1	1
WISCONSIN	121	19	20	7	0	14	0	0
WYOMING	18	4	4	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	5	2	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	2	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	3	3	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	5,852	2,442	2,219	382	193	566	57	74
50 STATES, D.C. & P.R.	5,842	2,436	2,217	382	193	566	57	74

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VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	56.67	17.22	8.33	8.33	0.00	9.44	0.00	0.00
ALASKA	74.07	14.81	7.41	0.00	3.70	0.00	0.00	0.00
ARIZONA	64.44	16.00	12.44	0.89	0.00	5.78	0.00	0.44
ARKANSAS	36.59	29.27	2.44	20.73	0.00	0.00	10.98	0.00
CALIFORNIA	41.52	16.58	37.56	2.17	0.50	0.99	0.00	0.68
COLORADO	83.70	10.37	0.74	3.70	0.00	1.48	0.00	0.00
CONNECTICUT	49.80	10.53	29.15	4.45	2.02	0.40	0.00	3.64
DELAWARE	53.70	35.19	7.41	1.85	0.00	0.00	0.00	1.85
DISTRICT OF COLUMBIA	5.26	42.11	52.63	0.00	0.00	0.00	0.00	0.00
FLORIDA	50.11	19.47	20.57	3.06	0.22	6.35	0.00	0.22
GEORGIA	53.41	23.69	10.04	1.20	0.00	11.65	0.00	0.00
HAWAII	63.33	20.00	16.67	0.00	.	.	.	.
IDAHO	74.00	14.00	6.00	0.00	0.00	6.00	0.00	0.00
ILLINOIS	36.35	38.38	20.11	0.92	0.18	3.87	0.00	0.18
INDIANA	68.90	3.35	12.20	7.93	0.00	7.62	0.00	0.00
IOWA	48.10	21.52	6.33	0.00	.	22.78	1.27	0.00
KANSAS	74.31	10.09	2.75	12.84	0.00	0.00	0.00	0.00
KENTUCKY	75.00	9.18	5.10	0.00	0.00	10.71	0.00	0.00
LOUISIANA	39.71	18.18	36.84	0.48	0.00	4.78	0.00	0.00
MAINE	86.36	9.09	4.55	0.00	0.00	0.00	0.00	0.00
MARYLAND	57.06	14.69	17.51	1.69	1.13	0.00	7.34	0.56
MASSACHUSETTS	68.01	13.13	14.81	0.34	2.02	.	1.35	0.34
MICHIGAN	65.12	11.89	20.67	1.81	.	0.00	0.00	0.52
MINNESOTA	78.70	8.28	2.37	0.00	0.00	9.47	0.00	1.18
MISSISSIPPI	14.44	35.56	25.56	1.11	1.11	22.22	0.00	0.00
MISSOURI	26.52	43.09	11.05	9.94	1.10	7.73	0.00	0.55
MONTANA	44.44	37.04	0.00	0.00	0.00	18.52	0.00	0.00
NEBRASKA	68.09	19.15	6.38	2.13	0.00	2.13	0.00	2.13
NEVADA	47.62	50.00	2.38	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	11.67	1.67	1.67	83.33	0.00	0.00	1.67	0.00
NEW JERSEY	73.42	13.29	8.23	1.27	3.16	0.00	0.00	0.63
NEW MEXICO	34.07	20.88	32.97	0.00	0.00	12.09	0.00	0.00
NEW YORK	51.06	8.03	25.61	5.91	8.64	0.15	0.15	0.45
NORTH CAROLINA	59.23	25.09	9.06	0.35	1.05	5.23	0.00	0.00
NORTH DAKOTA	82.61	8.70	4.35	4.35	0.00	0.00	0.00	0.00
OHIO	57.27	18.72	16.52	2.20	0.00	5.07	0.00	0.22
OKLAHOMA	42.00	15.33	18.67	8.67	0.00	15.33	0.00	0.00
OREGON	62.00	2.00	4.00	2.00	6.00	20.00	0.00	4.00
PENNSYLVANIA	60.19	6.53	13.53	0.93	14.15	0.00	4.04	0.62
PUERTO RICO	8.53	70.16	7.36	11.24	1.55	1.16	0.00	0.00
RHODE ISLAND	40.54	27.03	32.43	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	47.85	34.36	14.11	3.68	0.00	.	0.00	0.00
SOUTH DAKOTA	44.00	12.00	16.00	8.00	0.00	16.00	4.00	0.00
TENNESSEE	61.89	18.94	8.81	0.88	0.00	8.37	0.00	1.10
TEXAS	22.86	43.41	27.00	1.47	0.00	3.32	0.00	1.94
UTAH	29.11	8.23	5.06	0.00	0.00	57.59	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	68.47	19.82	5.86	0.00	0.90	4.50	0.00	0.45
WASHINGTON	46.97	21.21	18.94	1.52	0.76	9.09	0.00	1.52
WEST VIRGINIA	49.47	21.05	1.05	12.63	0.00	13.68	1.05	1.05
WISCONSIN	66.85	10.50	11.05	3.87	0.00	7.73	0.00	0.00
WYOMING	69.23	15.38	15.38	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	71.43	28.57	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	42.86	42.86	14.29	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	49.66	20.72	18.83	3.24	1.64	4.80	0.48	0.63
50 STATES, D.C. & P.R.	49.65	20.70	18.84	3.25	1.64	4.81	0.48	0.63

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

AUTISM

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	39	36	69	30	0	1	15	0
ALASKA	7	10	25	0	0	0	0	0
ARIZONA	53	17	95	5	27	0	0	0
ARKANSAS	19	35	84	0	14	0	0	1
CALIFORNIA	179	131	1,324	168	120	0	4	4
COLORADO	18	5	18	0	0	0	0	0
CONNECTICUT	76	58	78	34	28	0	1	0
DELAWARE	0	48	6	21	0	0	0	0
DISTRICT OF COLUMBIA	0	0	25	4	13	0	0	0
FLORIDA	31	25	614	125	0	0	0	0
GEORGIA	29	50	246	0	0	0	0	0
HAWAII	3	11	50	0	.	.	.	.
IDAHO	28	13	20	0	0	0	0	0
ILLINOIS	55	71	359	68	101	0	8	0
INDIANA	161	41	324	7	0	0	3	0
IOWA	105	48	15	3	0	0	1	0
KANSAS	60	22	66	1	1	1	3	0
KENTUCKY	46	52	64	1	0	0	0	1
LOUISIANA	10	15	343	7	0	3	0	1
MAINE	37	16	31	1	0	0	0	2
MARYLAND	43	52	173	47	14	0	2	0
MASSACHUSETTS	15	2	117	7	31	.	21	1
MICHIGAN	233	129	436	157	.	0	0	4
MINNESOTA	170	108	126	4	0	0	0	0
MISSISSIPPI	2	9	70	8	0	0	0	1
MISSOURI	72	53	198	1	4	0	3	1
MONTANA	12	13	25	1	0	0	0	0
NEBRASKA	26	15	18	1	0	0	0	0
NEVADA	10	11	31	5	0	0	0	0
NEW HAMPSHIRE	10	8	10	1	1	0	1	0
NEW JERSEY	23	29	103	147	292	5	1	7
NEW MEXICO	4	2	45	0	0	0	0	0
NEW YORK	124	47	226	890	171	3	26	6
NORTH CAROLINA	86	40	545	65	1	29	0	1
NORTH DAKOTA	10	7	4	0	1	0	4	0
OHIO	56	26	63	2	0	0	0	0
OKLAHOMA	28	25	84	3	0	0	0	0
OREGON	103	14	16	4	0	0	0	1
PENNSYLVANIA	39	49	661	34	58	0	5	4
PUERTO RICO	3	18	145	3	7	0	0	5
RHODE ISLAND	0	4	35	0	11	0	0	1
SOUTH CAROLINA	6	13	85	5	0	.	0	0
SOUTH DAKOTA	15	7	15	0	1	0	3	0
TENNESSEE	25	20	187	9	4	1	0	0
TEXAS	94	302	987	13	1	0	0	2
UTAH	20	3	62	7	0	0	0	0
VERMONT	34	2	0	0	0	0	0	0
VIRGINIA	26	49	371	53	3	0	7	0
WASHINGTON	38	43	104	0	2	0	0	0
WEST VIRGINIA	16	19	40	0	0	0	0	0
WISCONSIN	62	48	175	11	0	2	0	0
WYOMING	1	6	8	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	3	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	3	0	3	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	2	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	2,367	1,881	9,024	1,953	906	45	109	43
50 STATES, D.C. & P.R.	2,362	1,877	9,021	1,953	906	45	108	43

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

AUTISM

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	20.53	18.95	36.32	15.79	0.00	0.53	7.89	0.00
ALASKA	16.67	23.81	59.52	0.00	0.00	0.00	0.00	0.00
ARIZONA	26.90	8.63	48.22	2.54	13.71	0.00	0.00	0.00
ARKANSAS	12.42	22.88	54.90	0.00	9.15	0.00	0.00	0.65
CALIFORNIA	9.27	6.79	68.60	8.70	6.22	0.00	0.21	0.21
COLORADO	43.90	12.20	43.90	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	27.64	21.09	28.36	12.36	10.18	0.00	0.36	0.00
DELAWARE	0.00	64.00	8.00	28.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	59.52	9.52	30.95	0.00	0.00	0.00
FLORIDA	3.90	3.14	77.23	15.72	0.00	0.00	0.00	0.00
GEORGIA	8.92	15.38	75.69	0.00	0.00	0.00	0.00	0.00
HAWAII	4.69	17.19	78.13	0.00	.	.	.	.
IDAHO	45.90	21.31	32.79	0.00	0.00	0.00	0.00	0.00
ILLINOIS	8.31	10.73	54.23	10.27	15.26	0.00	1.21	0.00
INDIANA	30.04	7.65	60.45	1.31	0.00	0.00	0.56	0.00
IOWA	61.05	27.91	8.72	1.74	.	0.00	0.58	0.00
KANSAS	38.96	14.29	42.86	0.65	0.65	0.65	1.95	0.00
KENTUCKY	28.05	31.71	39.02	0.61	0.00	0.00	0.00	0.61
LOUISIANA	2.64	3.96	90.50	1.85	0.00	0.79	0.00	0.26
MAINE	42.53	18.39	35.63	1.15	0.00	0.00	0.00	2.30
MARYLAND	12.99	15.71	52.27	14.20	4.23	0.00	0.60	0.00
MASSACHUSETTS	7.73	1.03	60.31	3.61	15.98	.	10.82	0.52
MICHIGAN	24.30	13.45	45.46	16.37	.	0.00	0.00	0.42
MINNESOTA	41.67	26.47	30.88	0.98	0.00	0.00	0.00	0.00
MISSISSIPPI	2.22	10.00	77.78	8.89	0.00	0.00	0.00	1.11
MISSOURI	21.69	15.96	59.64	0.30	1.20	0.00	0.90	0.30
MONTANA	23.53	25.49	49.02	1.96	0.00	0.00	0.00	0.00
NEBRASKA	43.33	25.00	30.00	1.67	0.00	0.00	0.00	0.00
NEVADA	17.54	19.30	54.39	8.77	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	32.26	25.81	32.26	3.23	3.23	0.00	3.23	0.00
NEW JERSEY	3.79	4.78	16.97	24.22	48.11	0.82	0.16	1.15
NEW MEXICO	7.84	3.92	88.24	0.00	0.00	0.00	0.00	0.00
NEW YORK	8.31	3.15	15.14	59.61	11.45	0.20	1.74	0.40
NORTH CAROLINA	11.21	5.22	71.06	8.47	0.13	3.78	0.00	0.13
NORTH DAKOTA	38.46	26.92	15.38	0.00	3.85	0.00	15.38	0.00
OHIO	38.10	17.69	42.86	1.36	0.00	0.00	0.00	0.00
OKLAHOMA	20.00	17.86	60.00	2.14	0.00	0.00	0.00	0.00
OREGON	74.64	10.14	11.59	2.90	0.00	0.00	0.00	0.72
PENNSYLVANIA	4.59	5.76	77.76	4.00	6.82	0.00	0.59	0.47
PUERTO RICO	1.66	9.94	80.11	1.66	3.87	0.00	0.00	2.76
RHODE ISLAND	0.00	7.84	68.63	0.00	21.57	0.00	0.00	1.96
SOUTH CAROLINA	5.50	11.93	77.98	4.59	0.00	.	0.00	0.00
SOUTH DAKOTA	36.59	17.07	36.59	0.00	2.44	0.00	7.32	0.00
TENNESSEE	10.16	8.13	76.02	3.66	1.63	0.41	0.00	0.00
TEXAS	6.72	21.59	70.55	0.93	0.07	0.00	0.00	0.14
UTAH	21.74	3.26	67.39	7.61	0.00	0.00	0.00	0.00
VERMONT	94.44	5.56	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	5.11	9.63	72.89	10.41	0.59	0.00	1.38	0.00
WASHINGTON	20.32	22.99	55.61	0.00	1.07	0.00	0.00	0.00
WEST VIRGINIA	21.33	25.33	53.33	0.00	0.00	0.00	0.00	0.00
WISCONSIN	20.81	16.11	58.72	3.69	0.00	0.67	0.00	0.00
WYOMING	6.67	40.00	53.33	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	42.86	0.00	42.86	0.00	0.00	0.00	14.29	0.00
BUR. OF INDIAN AFFAIRS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	14.50	11.52	55.27	11.96	5.55	0.28	0.67	0.26
50 STATES, D.C. & P.R.	14.48	11.50	55.29	11.97	5.55	0.28	0.66	0.26

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	NUMBER							
ALABAMA	1	0	1	0	0	0	0	0
ALASKA	4	0	1	0	0	0	0	0
ARIZONA	1	1	9	3	3	8	0	3
ARKANSAS	0	0	4	3	0	0	2	0
CALIFORNIA	8	3	45	5	0	1	1	0
COLORADO	11	2	12	2	1	0	0	2
CONNECTICUT	6	3	2	2	1	0	0	0
DELAWARE	1	3	3	8	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	5	0	0	0	0
FLORIDA	0	0	12	1	0	0	0	0
GEORGIA	1	0	3	0	0	0	0	0
HAWAII	0	0	0	0	.	.	.	1
IDAHO	1	0	0	0	0	2	0	0
ILLINOIS	1	1	12	10	0	3	0	0
INDIANA	0	2	20	1	0	0	0	0
IOWA	8	4	1	2	.	2	0	0
KANSAS	0	1	3	0	0	0	0	2
KENTUCKY	0	0	1	0	1	0	0	0
LOUISIANA	2	1	2	0	0	0	0	0
MAINE	0	0	0	0	0	0	1	0
MARYLAND	3	1	2	3	0	0	2	0
MASSACHUSETTS	0	0	6	1	3	.	2	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	7	0	1	0	0	0	0	1
MISSISSIPPI	0	1	3	0	0	1	0	2
MISSOURI	0	3	18	3	0	2	0	0
MONTANA	5	2	3	0	0	3	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	2	0	0	0	0
NEW JERSEY	2	0	3	11	5	0	0	1
NEW MEXICO	0	0	2	0	0	0	0	0
NEW YORK	3	0	0	0	0	0	0	0
NORTH CAROLINA	0	0	0	1	3	0	0	0
NORTH DAKOTA	1	1	1	8	0	9	0	0
OHIO	1	2	1	2	0	0	0	2
OKLAHOMA	1	3	3	1	0	2	0	2
OREGON	1	0	0	0	0	0	0	0
PENNSYLVANIA	0	2	0	0	0	0	0	0
PUERTO RICO	0	0	0	8	0	0	0	0
RHODE ISLAND	0	0	0	0	8	0	0	0
SOUTH CAROLINA	0	0	19	1	0	.	0	0
SOUTH DAKOTA	2	0	0	0	0	1	0	0
TENNESSEE	1	1	5	0	0	4	0	0
TEXAS	9	14	43	2	0	5	0	1
UTAH	1	1	3	2	0	10	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	3	2	9	0	0	0	0	0
WEST VIRGINIA	0	1	1	1	0	7	0	0
WISCONSIN	0	0	4	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	0	0	1	0	0	0	0
VIRGIN ISLANDS	0	0	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	85	56	260	89	25	60	8	17
50 STATES, D.C. & P.R.	85	55	258	88	25	60	8	17

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
ALASKA	80.00	0.00	20.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.57	3.57	32.14	10.71	10.71	28.57	0.00	10.71
ARKANSAS	0.00	0.00	44.44	33.33	0.00	0.00	22.22	0.00
CALIFORNIA	12.70	4.76	71.43	7.94	0.00	1.59	1.59	0.00
COLORADO	36.67	6.67	40.00	6.67	3.33	0.00	0.00	6.67
CONNECTICUT	42.86	21.43	14.29	14.29	7.14	0.00	0.00	0.00
DELAWARE	6.67	20.00	20.00	53.33	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	92.31	7.69	0.00	0.00	0.00	0.00
GEORGIA	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	0.00	0.00	.	.	.	100.00
IDAHO	33.33	0.00	0.00	0.00	0.00	66.67	0.00	0.00
ILLINOIS	3.70	3.70	44.44	37.04	0.00	11.11	0.00	0.00
INDIANA	0.00	8.70	86.96	4.35	0.00	0.00	0.00	0.00
IOWA	47.06	23.53	5.88	11.76	.	11.76	0.00	0.00
KANSAS	0.00	16.67	50.00	0.00	0.00	0.00	0.00	33.33
KENTUCKY	0.00	0.00	50.00	0.00	50.00	0.00	0.00	0.00
LOUISIANA	40.00	20.00	40.00	0.00	0.00	0.00	0.00	0.00
MAINE	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
MARYLAND	27.27	9.09	18.18	27.27	0.00	0.00	18.18	0.00
MASSACHUSETTS	0.00	0.00	50.00	8.33	25.00	.	16.67	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	77.78	0.00	11.11	0.00	0.00	0.00	0.00	11.11
MISSISSIPPI	0.00	14.29	42.86	0.00	0.00	14.29	0.00	28.57
MISSOURI	0.00	11.54	69.23	11.54	0.00	7.69	0.00	0.00
MONTANA	38.46	15.38	23.08	0.00	0.00	23.08	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NEW JERSEY	9.09	0.00	13.64	50.00	22.73	0.00	0.00	4.55
NEW MEXICO	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	0.00	25.00	75.00	0.00	0.00	0.00
NORTH DAKOTA	5.00	5.00	5.00	40.00	0.00	45.00	0.00	0.00
OHIO	12.50	25.00	12.50	25.00	0.00	0.00	0.00	25.00
OKLAHOMA	8.33	25.00	25.00	8.33	0.00	16.67	0.00	16.67
OREGON	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	95.00	5.00	0.00	.	0.00	0.00
SOUTH DAKOTA	66.67	0.00	0.00	0.00	0.00	33.33	0.00	0.00
TENNESSEE	9.09	9.09	45.45	0.00	0.00	36.36	0.00	0.00
TEXAS	12.16	18.92	58.11	2.70	0.00	6.76	0.00	1.35
UTAH	5.88	5.88	17.65	11.76	0.00	58.82	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	.	.	.	.	.	.	.	.
WASHINGTON	21.43	14.29	64.29	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	10.00	10.00	10.00	0.00	70.00	0.00	0.00
WISCONSIN	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	14.17	9.33	43.33	14.83	4.17	10.00	1.33	2.83
50 STATES, D.C. & P.R.	14.26	9.23	43.29	14.77	4.19	10.07	1.34	2.85

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SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

TRAUMATIC BRAIN INJURY

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	22	26	21	0	0	0	0	2
ALASKA	10	8	6	0	0	0	0	0
ARIZONA	5	7	2	0	0	0	0	0
ARKANSAS	4	11	9	0	2	0	8	0
CALIFORNIA	62	45	109	6	7	0	0	2
COLORADO	35	9	7	0	0	0	0	1
CONNECTICUT	12	5	3	0	4	0	0	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2	3	0	0	0
FLORIDA	7	32	39	2	0	0	0	1
GEORGIA	20	32	29	2	0	0	0	2
HAWAII	0	0	0	0	.	.	.	.
IDAHO	24	17	1	0	0	0	0	0
ILLINOIS	19	59	82	14	3	0	0	0
INDIANA	50	21	39	2	0	0	0	2
IOWA	36	17	5	0	.	0	0	0
KANSAS	49	22	27	1	0	0	0	2
KENTUCKY	24	17	14	0	0	0	0	2
LOUISIANA	12	14	50	0	0	1	0	1
MAINE	6	11	5	0	0	0	0	0
MARYLAND	26	16	22	0	7	0	0	1
MASSACHUSETTS	25	11	42	4	11	.	3	3
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	34	13	3	2	0	0	0	2
MISSISSIPPI	2	10	14	2	0	0	0	0
MISSOURI	35	27	31	0	0	0	0	2
MONTANA	10	6	3	0	0	0	0	0
NEBRASKA	21	14	4	1	1	0	0	1
NEVADA	3	9	4	0	0	0	0	0
NEW HAMPSHIRE	3	0	2	0	0	0	0	0
NEW JERSEY	4	4	4	0	1	0	0	0
NEW MEXICO	17	12	23	0	0	2	0	0
NEW YORK	102	52	97	11	4	0	1	2
NORTH CAROLINA	41	24	30	5	1	0	0	0
NORTH DAKOTA	5	0	0	0	0	0	0	0
OHIO	23	10	4	0	0	.	0	0
OKLAHOMA	15	16	14	0	0	0	2	1
OREGON	48	23	10	0	1	0	1	1
PENNSYLVANIA	33	94	219	3	179	1	14	2
PUERTO RICO	1	6	6	1	0	0	0	2
RHODE ISLAND	5	3	8	0	2	0	1	0
SOUTH CAROLINA	1	5	9	0	0	0	0	0
SOUTH DAKOTA	6	5	4	0	0	0	2	0
TENNESSEE	30	12	31	0	1	0	0	1
TEXAS	21	62	63	3	0	0	0	4
UTAH	36	24	26	5	0	0	0	0
VERMONT	10	0	0	0	0	0	0	0
VIRGINIA	21	21	23	1	1	0	0	2
WASHINGTON	17	14	21	0	0	0	0	1
WEST VIRGINIA	17	14	3	0	0	0	0	0
WISCONSIN	21	27	28	1	0	0	0	0
WYOMING	7	13	3	0	1	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4	7	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,041	907	1,202	68	229	4	32	40
50 STATES, D.C. & P.R.	1,037	900	1,199	68	229	4	32	40

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB4

Percentage of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	30.99	36.62	29.58	0.00	0.00	0.00	0.00	2.82
ALASKA	41.67	33.33	25.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	35.71	50.00	14.29	0.00	0.00	0.00	0.00	0.00
ARKANSAS	11.76	32.35	26.47	0.00	5.88	0.00	23.53	0.00
CALIFORNIA	26.84	19.48	47.19	2.60	3.03	0.00	0.00	0.87
COLORADO	67.31	17.31	13.46	0.00	0.00	0.00	0.00	1.92
CONNECTICUT	50.00	20.83	12.50	0.00	16.67	0.00	0.00	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	40.00	60.00	0.00	0.00	0.00
FLORIDA	8.64	39.51	48.15	2.47	0.00	0.00	0.00	1.23
GEORGIA	23.53	37.65	34.12	2.35	0.00	0.00	0.00	2.35
HAWAII	.	.	.	.	.	.	.	.
IDAHO	57.14	40.48	2.38	0.00	0.00	0.00	0.00	0.00
ILLINOIS	10.73	33.33	46.33	7.91	1.69	0.00	0.00	0.00
INDIANA	43.86	18.42	34.21	1.75	0.00	0.00	0.00	1.75
IOWA	62.07	29.31	8.62	0.00	.	0.00	0.00	0.00
KANSAS	48.51	21.78	26.73	0.99	0.00	0.00	0.00	1.98
KENTUCKY	42.11	29.82	24.56	0.00	0.00	0.00	0.00	3.51
LOUISIANA	15.38	17.95	64.10	0.00	0.00	1.28	0.00	1.28
MAINE	27.27	50.00	22.73	0.00	0.00	0.00	0.00	0.00
MARYLAND	36.11	22.22	30.56	0.00	9.72	0.00	0.00	1.39
MASSACHUSETTS	25.25	11.11	42.42	4.04	11.11	.	3.03	3.03
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	62.96	24.07	5.56	3.70	0.00	0.00	0.00	3.70
MISSISSIPPI	7.14	35.71	50.00	7.14	0.00	0.00	0.00	0.00
MISSOURI	36.84	28.42	32.63	0.00	0.00	0.00	0.00	2.11
MONTANA	52.63	31.58	15.79	0.00	0.00	0.00	0.00	0.00
NEBRASKA	50.00	33.33	9.52	2.38	2.38	0.00	0.00	2.38
NEVADA	18.75	56.25	25.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	60.00	0.00	40.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	30.77	30.77	30.77	0.00	7.69	0.00	0.00	0.00
NEW MEXICO	31.48	22.22	42.59	0.00	0.00	3.70	0.00	0.00
NEW YORK	37.92	19.33	36.06	4.09	1.49	0.00	0.37	0.74
NORTH CAROLINA	40.59	23.76	29.70	4.95	0.99	0.00	0.00	0.00
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	62.16	27.03	10.81	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	31.25	33.33	29.17	0.00	0.00	0.00	4.17	2.08
OREGON	57.14	27.38	11.90	0.00	1.19	0.00	1.19	1.19
PENNSYLVANIA	6.06	17.25	40.18	0.55	32.84	0.18	2.57	0.37
PUERTO RICO	6.25	37.50	37.50	6.25	0.00	0.00	0.00	12.50
RHODE ISLAND	26.32	15.79	42.11	0.00	10.53	0.00	5.26	0.00
SOUTH CAROLINA	6.67	33.33	60.00	0.00	0.00	.	0.00	0.00
SOUTH DAKOTA	35.29	29.41	23.53	0.00	0.00	0.00	11.76	0.00
TENNESSEE	40.00	16.00	41.33	0.00	1.33	0.00	0.00	1.33
TEXAS	13.73	40.52	41.18	1.96	0.00	0.00	0.00	2.61
UTAH	39.56	26.37	28.57	5.49	0.00	0.00	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	30.43	30.43	33.33	1.45	1.45	0.00	0.00	2.90
WASHINGTON	32.08	26.42	39.62	0.00	0.00	0.00	0.00	1.89
WEST VIRGINIA	50.00	41.18	8.82	0.00	0.00	0.00	0.00	0.00
WISCONSIN	27.27	35.06	36.36	1.30	0.00	0.00	0.00	0.00
WYOMING	29.17	54.17	12.50	0.00	4.17	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	30.77	53.85	15.38	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	29.55	25.75	34.12	1.93	6.50	0.11	0.91	1.14
50 STATES, D.C. & P.R.	29.55	25.65	34.17	1.94	6.53	0.11	0.91	1.14

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	11,758	21,461	7,719	526	32	243	115	186
ALASKA	2,979	2,135	1,043	8	7	4	29	3
ARIZONA	9,514	11,371	6,533	471	324	179	102	85
ARKANSAS	6,665	11,673	3,656	83	199	0	341	169
CALIFORNIA	88,406	62,229	54,534	2,370	5,870	589	1,038	1,439
COLORADO	18,884	5,531	2,725	573	123	269	444	240
CONNECTICUT	15,980	7,489	5,808	611	979	20	587	128
DELAWARE	860	3,711	449	336	1	10	16	35
DISTRICT OF COLUMBIA	614	702	1,359	330	432	0	0	0
FLORIDA	29,262	24,374	39,175	2,912	366	867	1	1,180
GEORGIA	13,337	17,453	16,055	412	1	588	66	46
HAWAII	2,536	2,917	1,680	37	32	20	17	133
IDAHO	4,816	2,530	817	63	6	70	29	40
ILLINOIS	14,256	46,840	31,454	5,469	2,740	589	529	796
INDIANA	23,169	9,564	16,060	452	31	404	207	331
IOWA	16,931	7,722	2,351	787	.	350	97	43
KANSAS	10,215	6,428	2,945	540	68	200	70	106
KENTUCKY	8,404	13,199	5,858	157	85	269	21	173
LOUISIANA	9,044	8,857	19,300	400	56	691	54	449
MAINE	5,894	4,948	1,592	109	119	11	162	55
MARYLAND	15,108	11,072	10,032	1,557	1,310	356	389	219
MASSACHUSETTS	40,475	10,643	8,920	1,716	2,716	.	621	698
MICHIGAN	27,177	24,507	19,231	3,186	0	227	164	119
MINNESOTA	22,630	10,723	3,593	1,773	234	491	279	126
MISSISSIPPI	4,318	13,107	8,610	165	16	210	12	271
MISSOURI	22,167	17,684	10,607	594	358	205	67	256
MONTANA	3,229	2,949	876	124	14	64	61	52
NEBRASKA	8,021	4,744	2,034	120	23	80	41	68
NEVADA	3,739	5,022	1,513	304	1	29	5	60
NEW HAMPSHIRE	6,069	2,459	1,794	204	218	73	261	50
NEW JERSEY	24,993	26,421	15,042	3,215	5,377	421	69	862
NEW MEXICO	5,489	6,690	7,545	17	1	250	14	151
NEW YORK	65,634	21,247	56,676	12,281	3,118	631	1,022	1,239
NORTH CAROLINA	21,579	16,248	11,489	781	92	455	59	335
NORTH DAKOTA	3,725	925	246	7	15	32	46	22
OHIO	45,631	28,198	12,782	2,494	0	558	0	1,755
OKLAHOMA	12,004	13,057	4,539	198	46	189	21	181
OREGON	14,277	5,479	1,498	280	317	143	83	160
PENNSYLVANIA	25,616	32,595	25,254	1,954	1,602	987	273	306
PUERTO RICO	761	10,622	6,088	764	345	65	13	390
RHODE ISLAND	4,422	2,296	2,541	105	245	43	248	107
SOUTH CAROLINA	4,625	14,582	9,276	444	11	.	21	265
SOUTH DAKOTA	2,787	1,610	436	28	50	51	93	11
TENNESSEE	17,814	21,073	11,234	448	430	214	430	955
TEXAS	32,394	103,599	47,383	1,958	20	431	6	3,315
UTAH	6,204	7,915	5,053	449	0	323	0	103
VERMONT	3,994	389	240	59	58	7	130	44
VIRGINIA	16,260	21,849	15,945	538	465	609	208	194
WASHINGTON	17,045	14,575	6,915	339	125	170	21	158
WEST VIRGINIA	5,339	8,524	3,859	61	2	139	6	94
WISCONSIN	12,520	20,186	8,664	488	32	298	19	135
WYOMING	2,159	1,937	463	27	7	91	42	18
AMERICAN SAMOA	100	40	34	0	0	0	0	0
GUAM	231	222	333	5	0	0	7	0
NORTHERN MARIANAS	59	42	18	0	0	0	1	2
PALAU	10	26	11	1	0	0	0	0
VIRGIN ISLANDS	116	52	509	0	0	0	11	11
BUR. OF INDIAN AFFAIRS	1,089	1,458	442	17	0	4	19	10
U.S. AND OUTLYING AREAS	793,334	755,901	542,838	53,347	28,719	13,219	8,687	18,379
50 STATES, D.C. & P.R.	791,729	754,061	541,491	53,324	28,719	13,215	8,649	18,356

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	27.97	51.05	18.36	1.25	0.08	0.58	0.27	0.44
ALASKA	47.99	34.39	16.80	0.13	0.11	0.06	0.47	0.05
ARIZONA	33.29	39.79	22.86	1.65	1.13	0.63	0.36	0.30
ARKANSAS	29.25	51.23	16.04	0.36	0.87	0.00	1.50	0.74
CALIFORNIA	40.84	28.75	25.19	1.09	2.71	0.27	0.48	0.66
COLORADO	65.59	19.21	9.47	1.99	0.43	0.93	1.54	0.83
CONNECTICUT	50.57	23.70	18.38	1.93	3.10	0.06	1.86	0.41
DELAWARE	15.87	68.49	8.29	6.20	0.02	0.18	0.30	0.65
DISTRICT OF COLUMBIA	17.86	20.42	39.54	9.60	12.57	0.00	0.00	0.00
FLORIDA	29.82	24.84	39.92	2.97	0.37	0.88	0.00	1.20
GEORGIA	27.81	36.39	33.48	0.86	0.00	1.23	0.14	0.10
HAWAII	34.40	39.57	22.79	0.50	0.43	0.27	0.23	1.80
IDAHO	57.53	30.22	9.76	0.75	0.07	0.84	0.35	0.48
ILLINOIS	13.88	45.62	30.64	5.33	2.67	0.57	0.52	0.78
INDIANA	46.14	19.04	31.98	0.90	0.06	0.80	0.41	0.66
IOWA	59.87	27.30	8.31	2.78	.	1.24	0.34	0.15
KANSAS	49.65	31.25	14.32	2.62	0.33	0.97	0.34	0.52
KENTUCKY	29.84	46.86	20.80	0.56	0.30	0.96	0.07	0.61
LOUISIANA	23.28	22.80	49.68	1.03	0.14	1.78	0.14	1.16
MAINE	45.73	38.39	12.35	0.85	0.92	0.09	1.26	0.43
MARYLAND	37.73	27.65	25.05	3.89	3.27	0.89	0.97	0.55
MASSACHUSETTS	61.52	16.18	13.56	2.61	4.13	.	0.94	1.06
MICHIGAN	36.42	32.85	25.78	4.27	.	0.30	0.22	0.16
MINNESOTA	56.79	26.91	9.02	4.45	0.59	1.23	0.70	0.32
MISSISSIPPI	16.17	49.07	32.24	0.62	0.06	0.79	0.04	1.01
MISSOURI	42.68	34.05	20.42	1.14	0.69	0.39	0.13	0.49
MONTANA	43.82	40.02	11.89	1.68	0.19	0.87	0.83	0.71
NEBRASKA	53.01	31.35	13.44	0.79	0.15	0.53	0.27	0.45
NEVADA	35.03	47.05	14.18	2.85	0.01	0.27	0.05	0.56
NEW HAMPSHIRE	54.54	22.10	16.12	1.83	1.96	0.66	2.35	0.45
NEW JERSEY	32.71	34.58	19.69	4.21	7.04	0.55	0.09	1.13
NEW MEXICO	27.23	33.19	37.43	0.08	0.00	1.24	0.07	0.75
NEW YORK	40.55	13.13	35.02	7.59	1.93	0.39	0.63	0.77
NORTH CAROLINA	42.28	31.84	22.51	1.53	0.18	0.89	0.12	0.66
NORTH DAKOTA	74.23	18.43	4.90	0.14	0.30	0.64	0.92	0.44
OHIO	49.91	30.85	13.98	2.73	0.00	0.61	0.00	1.92
OKLAHOMA	39.70	43.19	15.01	0.65	0.15	0.63	0.07	0.60
OREGON	64.20	24.64	6.74	1.26	1.43	0.64	0.37	0.72
PENNSYLVANIA	28.92	36.79	28.51	2.21	1.81	1.11	0.31	0.35
PUERTO RICO	4.00	55.76	31.96	4.01	1.81	0.34	0.07	2.05
RHODE ISLAND	44.19	22.94	25.39	1.05	2.45	0.43	2.48	1.07
SOUTH CAROLINA	15.83	49.90	31.74	1.52	0.04	.	0.07	0.91
SOUTH DAKOTA	55.01	31.78	8.61	0.55	0.99	1.01	1.84	0.22
TENNESSEE	33.87	40.06	21.36	0.85	0.82	0.41	0.82	1.82
TEXAS	17.13	54.78	25.06	1.04	0.01	0.23	0.00	1.75
UTAH	30.95	39.48	25.21	2.24	0.00	1.61	0.00	0.51
VERMONT	81.16	7.90	4.88	1.20	1.18	0.14	2.64	0.89
VIRGINIA	29.00	38.97	28.44	0.96	0.83	1.09	0.37	0.35
WASHINGTON	43.32	37.04	17.57	0.86	0.32	0.43	0.05	0.40
WEST VIRGINIA	29.62	47.29	21.41	0.34	0.01	0.77	0.03	0.52
WISCONSIN	29.57	47.67	20.46	1.15	0.08	0.70	0.04	0.32
WYOMING	45.51	40.83	9.76	0.57	0.15	1.92	0.89	0.38
AMERICAN SAMOA	57.47	22.99	19.54	0.00	0.00	0.00	0.00	0.00
GUAM	28.95	27.82	41.73	0.63	0.00	0.00	0.88	0.00
NORTHERN MARIANAS	48.36	34.43	14.75	0.00	0.00	0.00	0.82	1.64
PALAU	20.83	54.17	22.92	2.08	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	16.60	7.44	72.82	0.00	0.00	0.00	1.57	1.57
BUR. OF INDIAN AFFAIRS	35.83	47.98	14.54	0.56	0.00	0.13	0.63	0.33
U.S. AND OUTLYING AREAS	35.83	34.14	24.51	2.41	1.30	0.60	0.39	0.83
50 STATES, D.C. & P.R.	35.83	34.13	24.51	2.41	1.30	0.60	0.39	0.83

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8,396	12,706	898	26	1	1	16	34
ALASKA	2,445	1,777	464	5	4	2	15	1
ARIZONA	7,350	9,769	3,079	25	33	0	0	21
ARKANSAS	4,982	7,428	885	6	19	0	14	80
CALIFORNIA	69,952	54,679	34,231	283	1,089	0	123	641
COLORADO	12,737	3,832	665	56	10	72	62	38
CONNECTICUT	10,654	4,836	2,156	67	197	1	56	23
DELAWARE	672	2,745	211	94	1	6	3	2
DISTRICT OF COLUMBIA	526	544	936	52	188	0	0	0
FLORIDA	19,938	19,541	18,829	31	125	120	0	91
GEORGIA	7,589	8,582	2,763	5	0	42	0	3
HAWAII	1,711	1,956	604	1	.	.	.	4
IDAHO	3,731	1,680	129	7	0	1	9	18
ILLINOIS	7,539	38,551	15,942	398	136	83	10	26
INDIANA	17,124	7,452	5,331	7	1	71	11	109
IOWA	9,581	4,370	1,330	56	.	13	22	7
KANSAS	6,949	3,898	587	9	1	10	3	27
KENTUCKY	4,383	7,010	1,196	43	3	12	5	36
LOUISIANA	5,820	6,976	9,655	18	9	100	9	144
MAINE	3,602	2,992	319	9	3	1	5	10
MARYLAND	10,683	7,967	5,300	68	194	6	10	72
MASSACHUSETTS	27,754	7,616	3,350	287	402	.	64	38
MICHIGAN	17,797	17,704	8,853	444	.	14	35	30
MINNESOTA	13,421	5,352	497	108	16	32	32	15
MISSISSIPPI	3,092	10,923	4,929	44	6	9	0	121
MISSOURI	16,412	14,082	3,525	2	78	0	26	87
MONTANA	2,392	2,319	277	7	6	1	8	13
NEBRASKA	4,965	2,645	317	14	4	44	13	14
NEVADA	2,903	4,357	710	88	1	21	2	30
NEW HAMPSHIRE	4,090	1,485	943	9	50	15	46	14
NEW JERSEY	19,713	22,249	10,465	509	1,041	28	8	250
NEW MEXICO	3,926	5,156	4,423	12	0	8	0	36
NEW YORK	52,946	16,128	36,741	1,563	496	22	129	169
NORTH CAROLINA	15,670	9,064	2,014	26	6	39	0	63
NORTH DAKOTA	2,750	443	5	1	2	1	4	9
OHIO	35,273	8,162	1,537	38	0	83	0	92
OKLAHOMA	9,825	9,574	823	48	25	24	3	65
OREGON	10,596	4,038	379	88	103	23	11	50
PENNSYLVANIA	18,742	24,685	12,234	153	0	166	0	22
PUERTO RICO	274	6,922	1,493	193	82	14	3	18
RHODE ISLAND	3,510	1,799	1,631	38	38	9	35	9
SOUTH CAROLINA	2,755	10,322	2,998	8	8	.	1	93
SOUTH DAKOTA	2,202	1,054	51	4	5	0	3	0
TENNESSEE	12,863	15,168	4,370	48	103	1	156	221
TEXAS	22,844	83,874	22,214	277	0	2	0	312
UTAH	4,632	6,359	2,311	57	0	2	0	38
VERMONT	2,171	182	40	11	9	0	27	7
VIRGINIA	11,873	16,334	7,232	25	80	113	17	55
WASHINGTON	10,854	9,046	2,495	65	20	14	6	17
WEST VIRGINIA	3,895	6,112	1,053	1	0	31	1	20
WISCONSIN	7,260	13,441	2,026	45	2	20	2	22
WYOMING	1,574	1,300	122	4	2	14	10	8
AMERICAN SAMOA	100	33	0	0	0	0	0	0
GUAM	183	199	256	0	0	0	3	0
NORTHERN MARIANAS	42	26	8	0	0	0	0	0
PALAU	10	23	2	0	0	0	0	0
VIRGIN ISLANDS	49	23	176	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	738	1,095	203	3	0	0	0	4
U.S. AND OUTLYING AREAS	566,460	548,585	246,213	5,486	4,599	1,291	1,019	3,329
50 STATES, D.C. & P.R.	565,338	547,186	245,568	5,483	4,599	1,291	1,015	3,325

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	38.03	57.55	4.07	0.12	0.00	0.00	0.07	0.15
ALASKA	51.88	37.70	9.85	0.11	0.08	0.04	0.32	0.02
ARIZONA	36.25	48.18	15.18	0.12	0.16	0.00	0.00	0.10
ARKANSAS	37.14	55.37	6.60	0.04	0.14	0.00	0.10	0.60
CALIFORNIA	43.45	33.96	21.26	0.18	0.68	0.00	0.08	0.40
COLORADO	72.90	21.93	3.81	0.32	0.06	0.41	0.35	0.22
CONNECTICUT	59.22	26.88	11.98	0.37	1.10	0.01	0.31	0.13
DELAWARE	18.00	73.51	5.65	2.52	0.03	0.16	0.08	0.05
DISTRICT OF COLUMBIA	23.42	24.22	41.67	2.32	8.37	0.00	0.00	0.00
FLORIDA	33.98	33.30	32.09	0.05	0.21	0.20	0.00	0.16
GEORGIA	39.98	45.21	14.55	0.03	0.00	0.22	0.00	0.02
HAWAII	40.01	45.74	14.13	0.02	.	.	.	0.09
IDAHO	66.92	30.13	2.31	0.13	0.00	0.02	0.16	0.32
ILLINOIS	12.03	61.50	25.43	0.63	0.22	0.13	0.02	0.04
INDIANA	56.88	24.75	17.71	0.02	0.00	0.24	0.04	0.36
IOWA	62.30	28.42	8.65	0.36	.	0.08	0.14	0.05
KANSAS	60.51	33.94	5.11	0.08	0.01	0.09	0.03	0.24
KENTUCKY	34.54	55.25	9.43	0.34	0.02	0.09	0.04	0.28
LOUISIANA	25.60	30.69	42.48	0.08	0.04	0.44	0.04	0.63
MAINE	51.89	43.11	4.60	0.13	0.04	0.01	0.07	0.14
MARYLAND	43.96	32.79	21.81	0.28	0.80	0.02	0.04	0.30
MASSACHUSETTS	70.24	19.28	8.48	0.73	1.02	.	0.16	0.10
MICHIGAN	39.66	39.45	19.73	0.99	.	0.03	0.08	0.07
MINNESOTA	68.92	27.48	2.55	0.55	0.08	0.16	0.16	0.08
MISSISSIPPI	16.17	57.12	25.77	0.23	0.03	0.05	0.00	0.63
MISSOURI	47.97	41.16	10.30	0.01	0.23	0.00	0.08	0.25
MONTANA	47.62	46.17	5.51	0.14	0.12	0.02	0.16	0.26
NEBRASKA	61.94	33.00	3.95	0.17	0.05	0.55	0.16	0.17
NEVADA	35.79	53.71	8.75	1.08	0.01	0.26	0.02	0.37
NEW HAMPSHIRE	61.49	22.32	14.18	0.14	0.75	0.23	0.69	0.21
NEW JERSEY	36.33	41.00	19.29	0.94	1.92	0.05	0.01	0.46
NEW MEXICO	28.95	38.02	32.62	0.09	0.00	0.06	0.00	0.27
NEW YORK	48.94	14.91	33.96	1.44	0.46	0.02	0.12	0.16
NORTH CAROLINA	58.29	33.72	7.49	0.10	0.02	0.15	0.00	0.23
NORTH DAKOTA	85.54	13.78	0.16	0.03	0.06	0.03	0.12	0.28
OHIO	78.06	18.06	3.40	0.08	0.00	0.18	0.00	0.20
OKLAHOMA	48.19	46.96	4.04	0.24	0.12	0.12	0.01	0.32
OREGON	69.31	26.41	2.48	0.58	0.67	0.15	0.07	0.33
PENNSYLVANIA	33.47	44.08	21.85	0.27	0.00	0.30	0.00	0.04
PUERTO RICO	3.04	76.92	16.59	2.14	0.91	0.16	0.03	0.20
RHODE ISLAND	49.65	25.45	23.07	0.54	0.54	0.13	0.50	0.13
SOUTH CAROLINA	17.02	63.78	18.52	0.05	0.05	.	0.01	0.57
SOUTH DAKOTA	66.35	31.76	1.54	0.12	0.15	0.00	0.09	0.00
TENNESSEE	39.06	46.06	13.27	0.15	0.31	0.00	0.47	0.67
TEXAS	17.64	64.76	17.15	0.21	0.00	0.00	0.00	0.24
UTAH	34.57	47.46	17.25	0.43	0.00	0.01	0.00	0.28
VERMONT	88.72	7.44	1.63	0.45	0.37	0.00	1.10	0.29
VIRGINIA	33.23	45.72	20.24	0.07	0.22	0.32	0.05	0.15
WASHINGTON	48.20	40.17	11.08	0.29	0.09	0.06	0.03	0.08
WEST VIRGINIA	35.05	55.00	9.48	0.01	0.00	0.28	0.01	0.18
WISCONSIN	31.82	58.91	8.88	0.20	0.01	0.09	0.01	0.10
WYOMING	51.88	42.85	4.02	0.13	0.07	0.46	0.33	0.26
AMERICAN SAMOA	75.19	24.81	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	28.55	31.05	39.94	0.00	0.00	0.00	0.47	0.00
NORTHERN MARIANAS	55.26	34.21	10.53	0.00	0.00	0.00	0.00	0.00
PALAU	28.57	65.71	5.71	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	19.68	9.24	70.68	0.00	0.00	0.00	0.40	0.00
BUR. OF INDIAN AFFAIRS	36.12	53.60	9.94	0.15	0.00	0.00	0.00	0.20
U.S. AND OUTLYING AREAS	41.14	39.84	17.88	0.40	0.33	0.09	0.07	0.24
50 STATES, D.C. & P.R.	41.15	39.83	17.88	0.40	0.33	0.09	0.07	0.24

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	804	23	11	1	1	0	0	0
ALASKA	230	51	10	1	0	0	0	0
ARIZONA	829	82	23	1	0	0	0	1
ARKANSAS	454	126	34	0	1	0	0	2
CALIFORNIA	10,745	1,980	1,714	19	48	0	2	23
COLORADO	1,582	192	59	3	1	0	1	3
CONNECTICUT	1,237	376	123	4	13	0	1	1
DELAWARE	68	20	2	0	0	0	0	0
DISTRICT OF COLUMBIA	83	0	0	8	0	0	0	0
FLORIDA	4,831	398	320	4	8	6	0	4
GEORGIA	1,481	291	26	0	0	0	0	1
HAWAII	225	36	6	0	.	.	.	1
IDAHO	242	56	6	0	1	0	0	0
ILLINOIS	4,656	206	299	10	1	6	1	1
INDIANA	2,235	3	0	0	0	10	0	0
IOWA	466	212	65	4	.	0	1	2
KANSAS	781	22	3	0	1	0	0	0
KENTUCKY	1,099	51	5	0	1	1	0	0
LOUISIANA	1,438	77	267	1	3	1	0	7
MAINE	812	360	60	0	1	0	0	1
MARYLAND	2,255	1,282	1,050	57	27	1	5	17
MASSACHUSETTS	9,398	709	695	29	67	.	25	31
MICHIGAN	3,060	364	163	16	0	0	0	15
MINNESOTA	1,643	199	15	2	1	0	3	1
MISSISSIPPI	1,002	130	66	3	3	2	0	3
MISSOURI	2,512	210	89	0	3	0	0	5
MONTANA	246	15	5	0	0	0	0	0
NEBRASKA	1,303	186	30	7	0	11	0	0
NEVADA	318	12	28	2	0	0	0	0
NEW HAMPSHIRE	691	388	276	11	10	1	8	3
NEW JERSEY	2,950	475	400	15	101	0	0	5
NEW MEXICO	739	768	680	2	1	1	0	6
NEW YORK	2,994	875	2,299	94	50	1	16	3
NORTH CAROLINA	1,265	37	50	0	0	0	0	0
NORTH DAKOTA	475	33	8	0	0	0	1	0
OHIO	4,312	0	0	0	0	34	0	0
OKLAHOMA	915	210	2	0	1	1	0	0
OREGON	1,556	333	61	9	12	3	5	7
PENNSYLVANIA	3.230	80	25	0	0	0	0	4
PUERTO RICO	76	286	33	0	4	2	0	2
RHODE ISLAND	421	150	81	1	5	0	0	1
SOUTH CAROLINA	732	48	2	0	0	.	0	0
SOUTH DAKOTA	158	19	1	0	0	0	1	1
TENNESSEE	1,816	1,182	405	1	10	0	2	16
TEXAS	3,691	616	120	6	0	0	0	6
UTAH	467	280	144	0	0	0	0	0
VERMONT	421	34	23	2	4	0	0	2
VIRGINIA	1,590	581	66	0	17	3	1	1
WASHINGTON	893	65	39	0	1	0	0	0
WEST VIRGINIA	623	77	4	0	0	0	0	1
WISCONSIN	1,896	97	16	0	0	1	1	0
WYOMING	204	157	19	2	2	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	11	0	3	1	0	0	0	0
NORTHERN MARIANAS	1	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	4	0	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	153	71	53	0	0	0	0	0
U.S. AND OUTLYING AREAS	88,319	14,532	9,987	316	399	85	74	177
50 STATES, D.C. & P.R.	88,150	14,460	9,928	315	399	85	74	177

Please see data notes for an explanation of individual State differences.

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	95.71	2.74	1.31	0.12	0.12	0.00	0.00	0.00
ALASKA	78.77	17.47	3.42	0.34	0.00	0.00	0.00	0.00
ARIZONA	88.57	8.76	2.46	0.11	0.00	0.00	0.00	0.11
ARKANSAS	73.58	20.42	5.51	0.00	0.16	0.00	0.00	0.32
CALIFORNIA	73.95	13.63	11.80	0.13	0.33	0.00	0.01	0.16
COLORADO	85.93	10.43	3.20	0.16	0.05	0.00	0.05	0.16
CONNECTICUT	70.48	21.42	7.01	0.23	0.74	0.00	0.06	0.06
DELAWARE	75.56	22.22	2.22	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	91.21	0.00	0.00	8.79	0.00	0.00	0.00	0.00
FLORIDA	86.72	7.14	5.74	0.07	0.14	0.11	0.00	0.07
GEORGIA	82.32	16.18	1.45	0.00	0.00	0.00	0.00	0.06
HAWAII	83.96	13.43	2.24	0.00	.	.	.	0.37
IDAHO	79.34	18.36	1.97	0.00	0.33	0.00	0.00	0.00
ILLINOIS	89.88	3.98	5.77	0.19	0.02	0.12	0.02	0.02
INDIANA	99.42	0.13	0.00	0.00	0.00	0.44	0.00	0.00
IOWA	62.13	28.27	8.67	0.53	.	0.00	0.13	0.27
KANSAS	96.78	2.73	0.37	0.00	0.12	0.00	0.00	0.00
KENTUCKY	94.99	4.41	0.43	0.00	0.09	0.09	0.00	0.00
LOUISIANA	80.16	4.29	14.88	0.06	0.17	0.06	0.00	0.39
MAINE	65.80	29.17	4.86	0.00	0.08	0.00	0.00	0.08
MARYLAND	48.04	27.31	22.37	1.21	0.58	0.02	0.11	0.36
MASSACHUSETTS	85.80	6.47	6.34	0.26	0.61	.	0.23	0.28
MICHIGAN	84.58	10.06	4.51	0.44	.	0.00	0.00	0.41
MINNESOTA	88.14	10.68	0.80	0.11	0.05	0.00	0.16	0.05
MISSISSIPPI	82.88	10.75	5.46	0.25	0.25	0.17	0.00	0.25
MISSOURI	89.11	7.45	3.16	0.00	0.11	0.00	0.00	0.18
MONTANA	92.48	5.64	1.88	0.00	0.00	0.00	0.00	0.00
NEBRASKA	84.78	12.10	1.95	0.46	0.00	0.72	0.00	0.00
NEVADA	88.33	3.33	7.78	0.56	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	49.78	27.95	19.88	0.79	0.72	0.07	0.58	0.22
NEW JERSEY	74.76	12.04	10.14	0.38	2.56	0.00	0.00	0.13
NEW MEXICO	33.64	34.96	30.95	0.09	0.05	0.05	0.00	0.27
NEW YORK	47.28	13.82	36.31	1.48	0.79	0.02	0.25	0.05
NORTH CAROLINA	93.57	2.74	3.70	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	91.88	6.38	1.55	0.00	0.00	0.00	0.19	0.00
OHIO	99.22	0.00	0.00	0.00	0.00	0.78	0.00	0.00
OKLAHOMA	81.05	18.60	0.18	0.00	0.09	0.09	0.00	0.00
OREGON	78.35	16.77	3.07	0.45	0.60	0.15	0.25	0.35
PENNSYLVANIA	96.74	2.40	0.75	0.00	0.00	0.00	0.00	0.12
PUERTO RICO	18.86	70.97	8.19	0.00	0.99	0.50	0.00	0.50
RHODE ISLAND	63.88	22.76	12.29	0.15	0.76	0.00	0.00	0.15
SOUTH CAROLINA	93.61	6.14	0.26	0.00	0.00	.	0.00	0.00
SOUTH DAKOTA	87.78	10.56	0.56	0.00	0.00	0.00	0.56	0.56
TENNESSEE	52.91	34.44	11.80	0.03	0.29	0.00	0.06	0.47
TEXAS	83.15	13.88	2.70	0.14	0.00	0.00	0.00	0.14
UTAH	52.41	31.43	16.16	0.00	0.00	0.00	0.00	0.00
VERMONT	86.63	7.00	4.73	0.41	0.82	0.00	0.00	0.41
VIRGINIA	70.39	25.72	2.92	0.00	0.75	0.13	0.04	0.04
WASHINGTON	89.48	6.51	3.91	0.00	0.10	0.00	0.00	0.00
WEST VIRGINIA	88.37	10.92	0.57	0.00	0.00	0.00	0.00	0.14
WISCONSIN	94.28	4.82	0.80	0.00	0.00	0.05	0.05	0.00
WYOMING	53.13	40.89	4.95	0.52	0.52	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	73.33	0.00	20.00	6.67	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	57.14	0.00	42.86	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	55.23	25.63	19.13	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	77.55	12.76	8.77	0.28	0.35	0.07	0.06	0.16
50 STATES, D.C. & P.R.	77.61	12.73	8.74	0.28	0.35	0.07	0.07	0.16

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	754	6,981	5,652	285	18	16	5	38
ALASKA	34	71	175	0	0	0	0	0
ARIZONA	144	478	1,941	90	25	0	3	5
ARKANSAS	673	3,444	2,240	19	112	0	119	38
CALIFORNIA	455	1,629	8,524	844	252	0	20	225
COLORADO	497	401	613	7	3	9	2	5
CONNECTICUT	115	440	1,097	96	49	0	13	1
DELAWARE	32	542	157	124	0	0	6	0
DISTRICT OF COLUMBIA	1	27	309	134	52	0	0	0
FLORIDA	338	973	10,871	1,468	20	33	0	60
GEORGIA	630	3,607	8,790	63	0	113	6	21
HAWAII	112	476	512	2	.	.	.	.
IDAHO	365	556	460	18	0	1	0	3
ILLINOIS	257	1,378	7,937	1,223	662	29	88	5
INDIANA	925	1,222	7,444	108	0	31	21	54
IOWA	3,541	1,615	492	153	.	7	16	6
KANSAS	377	894	1,372	55	15	11	32	8
KENTUCKY	1,863	4,648	2,877	30	3	9	5	57
LOUISIANA	107	469	5,370	141	35	182	7	53
MAINE	44	286	354	5	9	0	3	0
MARYLAND	168	513	1,392	465	94	16	13	10
MASSACHUSETTS	1,271	1,422	2,531	137	243	.	80	28
MICHIGAN	436	1,898	5,760	1,101	.	2	11	10
MINNESOTA	727	1,983	1,654	166	9	7	18	15
MISSISSIPPI	100	1,635	3,030	56	5	55	2	46
MISSOURI	560	833	4,000	523	36	31	12	64
MONTANA	78	186	265	1	1	1	2	2
NEBRASKA	461	1,227	860	48	8	9	13	5
NEVADA	44	198	360	101	0	0	1	0
NEW HAMPSHIRE	119	112	197	28	11	0	17	2
NEW JERSEY	27	363	945	479	312	21	4	21
NEW MEXICO	66	138	820	0	0	1	0	3
NEW YORK	436	607	4,477	2,284	205	15	36	27
NORTH CAROLINA	1,010	4,542	6,137	364	62	10	8	43
NORTH DAKOTA	125	264	182	1	2	3	7	5
OHIO	3,214	16,078	5,827	115	0	111	0	99
OKLAHOMA	527	2,448	2,471	50	9	10	0	16
OREGON	375	468	615	20	7	5	2	6
PENNSYLVANIA	705	4,384	7,833	715	55	28	29	41
PUERTO RICO	253	2,670	3,979	465	146	31	0	72
RHODE ISLAND	12	36	356	3	54	1	13	3
SOUTH CAROLINA	470	2,487	4,658	198	0	.	8	55
SOUTH DAKOTA	108	349	249	7	6	5	13	0
TENNESSEE	506	2,861	4,426	89	86	9	47	41
TEXAS	205	3,687	10,473	455	5	75	1	173
UTAH	91	203	1,168	17	0	0	0	5
VERMONT	466	91	91	4	3	0	6	7
VIRGINIA	203	1,903	4,842	80	31	56	18	30
WASHINGTON	508	1,417	1,489	31	5	6	1	4
WEST VIRGINIA	193	1,620	2,255	20	1	9	1	29
WISCONSIN	233	1,699	3,471	136	2	37	3	20
WYOMING	19	130	120	4	0	20	3	1
AMERICAN SAMOA	0	0	18	0	0	0	0	0
GUAM	2	10	49	0	0	0	1	0
NORTHERN MARIANAS	5	6	3	0	0	0	0	1
PALAU	0	0	3	0	0	0	0	0
VIRGIN ISLANDS	53	29	298	0	0	0	1	1
BUR. OF INDIAN AFFAIRS	25	106	56	11	0	0	0	0
U.S. AND OUTLYING AREAS	25,065	88,740	154,547	13,039	2,653	1,015	717	1,464
50 STATES, D.C. & P.R.	24,980	88,589	154,120	13,028	2,653	1,015	715	1,462

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5.48	50.77	41.11	2.07	0.13	0.12	0.04	0.28
ALASKA	12.14	25.36	62.50	0.00	0.00	0.00	0.00	0.00
ARIZONA	5.36	17.80	72.26	3.35	0.93	0.00	0.11	0.19
ARKANSAS	10.13	51.83	33.71	0.29	1.69	0.00	1.79	0.57
CALIFORNIA	3.81	13.63	71.34	7.06	2.11	0.00	0.17	1.88
COLORADO	32.34	26.09	39.88	0.46	0.20	0.59	0.13	0.33
CONNECTICUT	6.35	24.30	60.57	5.30	2.71	0.00	0.72	0.06
DELAWARE	3.72	62.95	18.23	14.40	0.00	0.00	0.70	0.00
DISTRICT OF COLUMBIA	0.19	5.16	59.08	25.62	9.94	0.00	0.00	0.00
FLORIDA	2.46	7.07	78.99	10.67	0.15	0.24	0.00	0.44
GEORGIA	4.76	27.26	66.44	0.48	0.00	0.85	0.05	0.16
HAWAII	10.16	43.19	46.46	0.18	.	.	.	.
IDAHO	26.02	39.63	32.79	1.28	0.00	0.07	0.00	0.21
ILLINOIS	2.22	11.90	68.55	10.56	5.72	0.25	0.76	0.04
INDIANA	9.43	12.46	75.92	1.10	0.00	0.32	0.21	0.55
IOWA	60.74	27.70	8.44	2.62	.	0.12	0.27	0.10
KANSAS	13.64	32.34	49.64	1.99	0.54	0.40	1.16	0.29
KENTUCKY	19.63	48.97	30.31	0.32	0.03	0.09	0.05	0.60
LOUISIANA	1.68	7.37	84.38	2.22	0.55	2.86	0.11	0.83
MAINE	6.28	40.80	50.50	0.71	1.28	0.00	0.43	0.00
MARYLAND	6.29	19.21	52.12	17.41	3.52	0.60	0.49	0.37
MASSACHUSETTS	22.25	24.89	44.31	2.40	4.25	.	1.40	0.49
MICHIGAN	4.73	20.59	62.49	11.94	.	0.02	0.12	0.11
MINNESOTA	15.88	43.31	36.12	3.63	0.20	0.15	0.39	0.33
MISSISSIPPI	2.03	33.17	61.47	1.14	0.10	1.12	0.04	0.93
MISSOURI	9.24	13.75	66.02	8.63	0.59	0.51	0.20	1.06
MONTANA	14.55	34.70	49.44	0.19	0.19	0.19	0.37	0.37
NEBRASKA	17.52	46.64	32.69	1.82	0.30	0.34	0.49	0.19
NEVADA	6.25	28.13	51.14	14.35	0.00	0.00	0.14	0.00
NEW HAMPSHIRE	24.49	23.05	40.53	5.76	2.26	0.00	3.50	0.41
NEW JERSEY	1.24	16.71	43.51	22.05	14.36	0.97	0.18	0.97
NEW MEXICO	6.42	13.42	79.77	0.00	0.00	0.10	0.00	0.29
NEW YORK	5.39	7.51	55.36	28.24	2.53	0.19	0.45	0.33
NORTH CAROLINA	8.30	37.30	50.40	2.99	0.51	0.08	0.07	0.35
NORTH DAKOTA	21.22	44.82	30.90	0.17	0.34	0.51	1.19	0.85
OHIO	12.63	63.19	22.90	0.45	0.00	0.44	0.00	0.39
OKLAHOMA	9.53	44.26	44.68	0.90	0.16	0.18	0.00	0.29
OREGON	25.03	31.24	41.05	1.34	0.47	0.33	0.13	0.40
PENNSYLVANIA	5.11	31.79	56.80	5.18	0.40	0.20	0.21	0.30
PUERTO RICO	3.32	35.06	52.25	6.11	1.92	0.41	0.00	0.95
RHODE ISLAND	2.51	7.53	74.48	0.63	11.30	0.21	2.72	0.63
SOUTH CAROLINA	5.97	31.58	59.14	2.51	0.00	.	0.10	0.70
SOUTH DAKOTA	14.65	47.35	33.79	0.95	0.81	0.68	1.76	0.00
TENNESSEE	6.27	35.47	54.88	1.10	1.07	0.11	0.58	0.51
TEXAS	1.36	24.46	69.48	3.02	0.03	0.50	0.01	1.15
UTAH	6.13	13.68	78.71	1.15	0.00	0.00	0.00	0.34
VERMONT	69.76	13.62	13.62	0.60	0.45	0.00	0.90	1.05
VIRGINIA	2.83	26.57	67.60	1.12	0.43	0.78	0.25	0.42
WASHINGTON	14.68	40.94	43.02	0.90	0.14	0.17	0.03	0.12
WEST VIRGINIA	4.68	39.24	54.63	0.48	0.02	0.22	0.02	0.70
WISCONSIN	4.16	30.33	61.97	2.43	0.04	0.66	0.05	0.36
WYOMING	6.40	43.77	40.40	1.35	0.00	6.73	1.01	0.34
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	3.23	16.13	79.03	0.00	0.00	0.00	1.61	0.00
NORTHERN MARIANAS	33.33	40.00	20.00	0.00	0.00	0.00	0.00	6.67
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	13.87	7.59	78.01	0.00	0.00	0.00	0.26	0.26
BUR. OF INDIAN AFFAIRS	12.63	53.54	28.28	5.56	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	8.73	30.89	53.80	4.54	0.92	0.35	0.25	0.51
50 STATES, D.C. & P.R.	8.72	30.91	53.78	4.55	0.93	0.35	0.25	0.51

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

EMOTIONAL DISTURBANCE

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,100	1,278	571	47	10	27	76	65
ALASKA	117	137	189	2	3	2	14	1
ARIZONA	495	685	960	200	205	12	96	21
ARKANSAS	32	77	73	1	19	0	52	21
CALIFORNIA	1,239	1,206	3,610	489	4,018	0	862	263
COLORADO	2,491	714	792	353	105	104	371	162
CONNECTICUT	2,565	1,384	1,901	271	608	18	453	84
DELAWARE	18	218	53	70	0	4	6	5
DISTRICT OF COLUMBIA	0	116	107	69	163	0	0	0
FLORIDA	3,173	2,969	7,776	1,232	173	333	1	133
GEORGIA	2,762	4,006	3,691	278	0	317	57	6
HAWAII	335	336	318	0	32	11	16	79
IDAHO	137	85	56	32	5	2	20	12
ILLINOIS	940	5,235	5,817	3,680	1,821	243	400	39
INDIANA	1,565	638	2,523	175	29	144	142	141
IOWA	2,597	1,184	360	502	.	207	46	12
KANSAS	1,070	973	535	245	35	155	27	32
KENTUCKY	391	991	1,212	76	73	75	10	45
LOUISIANA	469	457	2,384	197	2	180	36	157
MAINE	944	807	441	67	94	2	129	24
MARYLAND	704	623	1,169	525	743	163	214	76
MASSACHUSETTS	1,060	531	1,501	1,070	1,424	.	151	92
MICHIGAN	3,184	3,135	2,926	930	.	135	114	9
MINNESOTA	4,745	2,454	1,126	1,417	201	335	222	77
MISSISSIPPI	6	69	69	7	1	7	5	22
MISSOURI	1,782	1,661	2,254	47	212	122	7	64
MONTANA	203	213	165	105	7	16	48	11
NEBRASKA	638	396	502	25	9	2	10	12
NEVADA	238	311	230	39	0	8	1	20
NEW HAMPSHIRE	558	270	203	8	119	52	134	22
NEW JERSEY	1,343	2,126	1,893	1,013	2,528	160	17	403
NEW MEXICO	444	361	1,037	3	0	139	14	84
NEW YORK	4,642	2,102	9,365	5,628	1,196	353	506	850
NORTH CAROLINA	1,461	1,316	2,066	222	4	95	0	165
NORTH DAKOTA	200	144	36	1	7	8	27	4
OHIO	1,040	2,288	1,808	1,977	0	176	0	277
OKLAHOMA	266	503	660	34	9	18	9	61
OREGON	878	338	301	143	168	38	57	69
PENNSYLVANIA	1,637	2,978	3,917	869	975	787	72	220
PUERTO RICO	22	140	171	15	9	1	0	19
RHODE ISLAND	257	190	342	15	109	33	190	12
SOUTH CAROLINA	285	1,071	1,192	186	0	.	12	96
SOUTH DAKOTA	148	92	51	4	30	1	32	1
TENNESSEE	537	580	701	132	138	37	204	80
TEXAS	2,893	8,216	8,066	824	4	1	2	1,115
UTAH	705	779	880	95	0	44	0	27
VERMONT	623	59	65	40	32	7	74	24
VIRGINIA	1,325	2,049	2,804	353	298	289	148	70
WASHINGTON	1,066	1,114	707	129	43	11	11	81
WEST VIRGINIA	340	451	443	17	0	36	1	35
WISCONSIN	2,207	4,503	2,664	264	27	125	12	55
WYOMING	173	190	136	17	1	42	26	3
AMERICAN SAMOA	0	0	1	0	0	0	0	0
GUAM	3	1	0	0	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0	0	1	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	5	0	14	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	112	122	79	0	0	1	18	5
U.S. AND OUTLYING AREAS	58,170	64,872	82,914	24,140	15,689	5,078	5,155	5,463
50 STATES, D.C. & P.R.	58,050	64,749	82,819	24,140	15,689	5,077	5,134	[illegible],458

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Table AB5

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EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	34.66	40.26	17.99	1.48	0.32	0.85	2.39	2.05
ALASKA	25.16	29.46	40.65	0.43	0.65	0.43	3.01	0.22
ARIZONA	18.51	25.62	35.90	7.48	7.67	0.45	3.59	0.79
ARKANSAS	11.64	28.00	26.55	0.36	6.91	0.00	18.91	7.64
CALIFORNIA	10.60	10.32	30.89	4.18	34.38	0.00	7.38	2.25
COLORADO	48.92	14.02	15.55	6.93	2.06	2.04	7.29	3.18
CONNECTICUT	35.21	19.00	26.10	3.72	8.35	0.25	6.22	1.15
DELAWARE	4.81	58.29	14.17	18.72	0.00	1.07	1.60	1.34
DISTRICT OF COLUMBIA	0.00	25.49	23.52	15.16	35.82	0.00	0.00	0.00
FLORIDA	20.09	18.80	49.25	7.80	1.10	2.11	0.01	0.84
GEORGIA	24.84	36.03	33.20	2.50	0.00	2.85	0.51	0.05
HAWAII	29.72	29.81	28.22	0.00	2.84	0.98	1.42	7.01
IDAHO	39.26	24.36	16.05	9.17	1.43	0.57	5.73	3.44
ILLINOIS	5.17	28.80	32.01	20.25	10.02	1.34	2.20	0.21
INDIANA	29.21	11.91	47.10	3.27	0.54	2.69	2.65	2.63
IOWA	52.91	24.12	7.33	10.23	.	4.22	0.94	0.24
KANSAS	34.83	31.67	17.42	7.98	1.14	5.05	0.88	1.04
KENTUCKY	13.61	34.49	42.19	2.65	2.54	2.61	0.35	1.57
LOUISIANA	12.08	11.77	61.41	5.07	0.05	4.64	0.93	4.04
MAINE	37.64	32.18	17.58	2.67	3.75	0.08	5.14	0.96
MARYLAND	16.69	14.77	27.72	12.45	17.62	3.87	5.07	1.80
MASSACHUSETTS	18.18	9.11	25.75	18.36	24.43	.	2.59	1.58
MICHIGAN	30.52	30.05	28.05	8.91	.	1.29	1.09	0.09
MINNESOTA	44.86	23.20	10.65	13.40	1.90	3.17	2.10	0.73
MISSISSIPPI	3.23	37.10	37.10	3.76	0.54	3.76	2.69	11.83
MISSOURI	28.98	27.01	36.66	0.76	3.45	1.98	0.11	1.04
MONTANA	26.43	27.73	21.48	13.67	0.91	2.08	6.25	1.43
NEBRASKA	40.03	24.84	31.49	1.57	0.56	0.13	0.63	0.75
NEVADA	28.10	36.72	27.15	4.60	0.00	0.94	0.12	2.36
NEW HAMPSHIRE	40.85	19.77	14.86	0.59	8.71	3.81	9.81	1.61
NEW JERSEY	14.16	22.42	19.96	10.68	26.66	1.69	0.18	4.25
NEW MEXICO	21.33	17.34	49.81	0.14	0.00	6.68	0.67	4.03
NEW YORK	18.84	8.53	38.00	22.84	4.85	1.43	2.05	3.45
NORTH CAROLINA	27.42	24.70	38.77	4.17	0.08	1.78	0.00	3.10
NORTH DAKOTA	46.84	33.72	8.43	0.23	1.64	1.87	6.32	0.94
OHIO	13.75	30.24	23.90	26.13	0.00	2.33	0.00	3.66
OKLAHOMA	17.05	32.24	42.31	2.18	0.58	1.15	0.58	3.91
OREGON	44.08	16.97	15.11	7.18	8.43	1.91	2.86	3.46
PENNSYLVANIA	14.29	26.00	34.19	7.59	8.51	6.87	0.63	1.92
PUERTO RICO	5.84	37.14	45.36	3.98	2.39	0.27	0.00	5.04
RHODE ISLAND	22.39	16.55	29.79	1.31	9.49	2.87	16.55	1.05
SOUTH CAROLINA	10.03	37.68	41.94	6.54	0.00	.	0.42	3.38
SOUTH DAKOTA	41.23	25.63	14.21	1.11	8.36	0.28	8.91	0.28
TENNESSEE	22.29	24.08	29.10	5.48	5.73	1.54	8.47	3.32
TEXAS	13.70	38.90	38.19	3.90	0.02	0.00	0.01	5.28
UTAH	27.87	30.79	34.78	3.75	0.00	1.74	0.00	1.07
VERMONT	67.42	6.39	7.03	4.33	3.46	0.76	8.01	2.60
VIRGINIA	18.06	27.93	38.22	4.81	4.06	3.94	2.02	0.95
WASHINGTON	33.71	35.23	22.36	4.08	1.36	0.35	0.35	2.56
WEST VIRGINIA	25.70	34.09	33.48	1.28	0.00	2.72	0.08	2.65
WISCONSIN	22.39	45.68	27.03	2.68	0.27	1.27	0.12	0.56
WYOMING	29.42	32.31	23.13	2.89	0.17	7.14	4.42	0.51
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	60.00	20.00	0.00	0.00	0.00	0.00	20.00	0.00
NORTHERN MARIANAS	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	25.00	0.00	70.00	0.00	0.00	0.00	5.00	0.00
BUR. OF INDIAN AFFAIRS	33.23	36.20	23.44	0.00	0.00	0.30	5.34	1.48
U.S. AND OUTLYING AREAS	22.25	24.81	31.71	9.23	6.00	1.94	1.97	2.09
50 STATES, D.C. & P.R.	22.23	24.80	31.72	9.24	6.01	1.94	1.97	2.09

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	19	22	338	106	0	28	0	26
ALASKA	17	22	119	0	0	0	0	1
ARIZONA	69	45	259	61	40	46	1	10
ARKANSAS	7	30	211	12	27	0	41	8
CALIFORNIA	82	231	1,356	217	162	34	5	25
COLORADO	338	136	449	86	3	10	5	17
CONNECTICUT	105	128	307	92	38	0	12	4
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	2	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	0	92	6	.	.	.	.
IDAHO	18	24	98	2	0	6	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	14	7	174	27	0	32	16	7
IOWA	109	50	15	43	0	14	7	3
KANSAS	170	201	226	113	11	21	5	10
KENTUCKY	45	93	413	2	2	3	0	20
LOUISIANA	7	4	283	29	1	40	1	29
MAINE	127	250	342	10	9	0	22	11
MARYLAND	224	241	676	379	179	14	105	23
MASSACHUSETTS	138	152	385	110	227	.	112	92
MICHIGAN	22	18	292	462	.	0	1	21
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1	8	127	26	0	34	1	7
MISSOURI	13	46	133	2	4	1	4	3
MONTANA	50	49	106	10	0	6	1	2
NEBRASKA	6	9	134	12	2	2	1	5
NEVADA	1	14	58	54	0	0	0	3
NEW HAMPSHIRE	24	14	24	45	8	0	15	2
NEW JERSEY	390	940	1,102	1,002	1,208	85	28	103
NEW MEXICO	18	52	274	0	0	18	0	12
NEW YORK	417	449	1,873	1,778	638	84	218	89
NORTH CAROLINA	15	37	295	102	19	41	51	7
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	66	969	3,003	254	0	0	0	40
OKLAHOMA	27	63	375	49	1	22	9	22
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	11	10	399	105	0	4	1	7
PUERTO RICO	6	32	158	37	11	8	5	199
RHODE ISLAND	1	7	43	0	19	0	4	0
SOUTH CAROLINA	2	47	74	23	0	0	0	1
SOUTH DAKOTA	21	40	64	3	7	21	32	6
TENNESSEE	16	42	500	74	73	52	0	29
TEXAS	131	684	1,632	180	6	24	1	87
UTAH	14	22	289	256	0	3	0	6
VERMONT	19	2	11	0	1	0	3	0
VIRGINIA	13	89	283	47	11	28	4	10
WASHINGTON	173	275	898	42	10	8	1	17
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	7	0	0	0	0	0
GUAM	1	2	15	4	0	0	0	0
NORTHERN MARIANAS	3	4	7	0	0	0	0	1
PALAU	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	0	0	11	0	0	0	7	2
BUR. OF INDIAN AFFAIRS	43	47	43	0	0	0	1	1
U.S. AND OUTLYING AREAS	2,994	5,607	17,975	5,863	2,719	689	720	970
50 STATES, D.C. & P.R.	2,947	5,554	17,890	5,859	2,719	689	712	966

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MULTIPLE DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	3.53	4.08	62.71	19.67	0.00	5.19	0.00	4.82
ALASKA	10.69	13.84	74.84	0.00	0.00	0.00	0.00	0.63
ARIZONA	12.99	8.47	48.78	11.49	7.53	8.66	0.19	1.88
ARKANSAS	2.08	8.93	62.80	3.57	8.04	0.00	12.20	2.38
CALIFORNIA	3.88	10.94	64.20	10.27	7.67	1.61	0.24	1.18
COLORADO	32.38	13.03	43.01	8.24	0.29	0.96	0.48	1.63
CONNECTICUT	15.31	18.66	44.75	13.41	5.54	0.00	1.75	0.58
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	33.33	66.67	0.00	0.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1.01	0.00	92.93	6.06	.	.	.	.
IDAHO	12.00	16.00	65.33	1.33	0.00	4.00	0.00	1.33
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	5.05	2.53	62.82	9.75	0.00	11.55	5.78	2.53
IOWA	45.23	20.75	6.22	17.84	.	5.81	2.90	1.24
KANSAS	22.46	26.55	29.85	14.93	1.45	2.77	0.66	1.32
KENTUCKY	7.79	16.09	71.45	0.35	0.35	0.52	0.00	3.46
LOUISIANA	1.78	1.02	71.83	7.36	0.25	10.15	0.25	7.36
MAINE	16.47	32.43	44.36	1.30	1.17	0.00	2.85	1.43
MARYLAND	12.17	13.09	36.72	20.59	9.72	0.76	5.70	1.25
MASSACHUSETTS	11.35	12.50	31.66	9.05	18.67	.	9.21	7.57
MICHIGAN	2.70	2.21	35.78	56.62	.	0.00	0.12	2.57
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.49	3.92	62.25	12.75	0.00	16.67	0.49	3.43
MISSOURI	6.31	22.33	64.56	0.97	1.94	0.49	1.94	1.46
MONTANA	22.32	21.88	47.32	4.46	0.00	2.68	0.45	0.89
NEBRASKA	3.51	5.26	78.36	7.02	1.17	1.17	0.58	2.92
NEVADA	0.77	10.77	44.62	41.54	0.00	0.00	0.00	2.31
NEW HAMPSHIRE	18.18	10.61	18.18	34.09	6.06	0.00	11.36	1.52
NEW JERSEY	8.03	19.35	22.68	20.63	24.87	1.75	0.58	2.12
NEW MEXICO	4.81	13.90	73.26	0.00	0.00	4.81	0.00	3.21
NEW YORK	7.52	8.10	33.77	32.06	11.50	1.51	3.93	1.60
NORTH CAROLINA	2.65	6.53	52.03	17.99	3.35	7.23	8.99	1.23
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	1.52	22.37	69.32	5.86	0.00	0.00	0.00	0.92
OKLAHOMA	4.75	11.09	66.02	8.63	0.18	3.87	1.58	3.87
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	2.05	1.86	74.30	19.55	0.00	0.74	0.19	1.30
PUERTO RICO	1.32	7.02	34.65	8.11	2.41	1.75	1.10	43.64
RHODE ISLAND	1.35	9.46	58.11	0.00	25.68	0.00	5.41	0.00
SOUTH CAROLINA	1.36	31.97	50.34	15.65	0.00	.	0.00	0.68
SOUTH DAKOTA	10.82	20.62	32.99	1.55	3.61	10.82	16.49	3.09
TENNESSEE	2.04	5.34	63.61	9.41	9.29	6.62	0.00	3.69
TEXAS	4.77	24.92	59.45	6.56	0.22	0.87	0.04	3.17
UTAH	2.37	3.73	48.98	43.39	0.00	0.51	0.00	1.02
VERMONT	52.78	5.56	30.56	0.00	2.78	0.00	8.33	0.00
VIRGINIA	2.68	18.35	58.35	9.69	2.27	5.77	0.82	2.06
WASHINGTON	12.15	19.31	63.06	2.95	0.70	0.56	0.07	1.19
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	4.55	9.09	68.18	18.18	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	20.00	26.67	46.67	0.00	0.00	0.00	0.00	6.67
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	55.00	0.00	0.00	0.00	35.00	10.00
BUR. OF INDIAN AFFAIRS	31.85	34.81	31.85	0.00	0.00	0.00	0.74	0.74
U.S. AND OUTLYING AREAS	7.98	14.94	47.89	15.62	7.24	1.84	1.92	2.58
50 STATES, D.C. & P.R.	7.89	14.88	47.92	15.69	7.28	1.85	1.91	2.59

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

HEARING IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	170	90	60	14	1	118	0	1
ALASKA	24	22	34	0	0	0	0	0
ARIZONA	246	107	46	82	0	74	2	1
ARKANSAS	72	69	19	29	0	0	69	0
CALIFORNIA	1,285	726	1,243	53	40	503	11	8
COLORADO	263	44	40	33	0	57	0	1
CONNECTICUT	178	44	30	25	30	0	30	0
DELAWARE	11	55	2	10	0	0	1	0
DISTRICT OF COLUMBIA	1	3	7	3	1	0	0	0
FLORIDA	269	158	346	8	0	257	0	1
GEORGIA	168	131	160	53	0	61	0	0
HAWAII	43	41	53	26	.	.	.	.
IDAHO	59	16	2	0	0	53	0	0
ILLINOIS	247	371	493	22	10	166	15	1
INDIANA	353	74	144	62	0	62	4	1
IOWA	186	85	26	3	.	81	2	0
KANSAS	109	52	44	90	0	1	0	0
KENTUCKY	135	94	22	1	2	122	0	0
LOUISIANA	236	146	206	0	2	139	0	4
MAINE	60	40	9	16	0	8	0	1
MARYLAND	234	81	74	8	3	155	0	0
MASSACHUSETTS	239	54	153	25	154	.	52	3
MICHIGAN	534	269	306	16	.	67	1	2
MINNESOTA	451	100	58	50	1	86	0	0
MISSISSIPPI	39	107	71	1	0	60	0	3
MISSOURI	178	146	122	5	10	47	9	0
MONTANA	52	22	7	0	0	28	0	0
NEBRASKA	159	40	35	7	0	8	0	0
NEVADA	46	29	66	6	0	0	0	1
NEW HAMPSHIRE	33	10	4	50	1	0	12	0
NEW JERSEY	143	119	140	55	13	96	4	7
NEW MEXICO	59	29	51	0	0	52	0	1
NEW YORK	749	165	605	244	284	135	46	15
NORTH CAROLINA	425	198	101	6	0	222	0	3
NORTH DAKOTA	38	6	1	0	0	1	0	0
OHIO	470	285	256	54	0	98	0	1
OKLAHOMA	114	59	76	[illegible]	0	87	0	0
OREGON	52	23	1	1	2	55	0	0
PENNSYLVANIA	662	180	203	3	122	0	92	1
PUERTO RICO	15	153	109	7	46	0	0	0
RHODE ISLAND	18	11	7	47	0	0	1	0
SOUTH CAROLINA	159	130	85	10	0	.	0	1
SOUTH DAKOTA	28	7	1	10	0	16	0	1
TENNESSEE	253	94	198	20	0	70	6	3
TEXAS	351	790	908	27	1	235	0	21
UTAH	97	62	32	1	0	182	0	0
VERMONT	40	3	1	0	6	0	15	0
VIRGINIA	211	132	120	2	2	81	4	1
WASHINGTON	386	321	154	20	9	93	0	1
WEST VIRGINIA	55	76	23	9	1	35	0	2
WISCONSIN	284	66	136	29	0	91	0	1
WYOMING	31	28	7	0	0	2	1	0
AMERICAN SAMOA	0	7	0	0	0	0	0	0
GUAM	4	9	2	0	0	0	0	0
NORTHERN MARIANAS	3	1	0	0	0	0	0	0
PALAU	0	2	1	0	0	0	0	0
VIRGIN ISLANDS	0	0	6	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	3	4	1	0	0	0	0	0
U.S. AND OUTLYING AREAS	10,730	6,186	7,107	1,245	741	3,704	378	87
50 STATES, D.C. & P.R.	10,720	6,163	7,097	1,245	741	3,704	377	87

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

HEARING IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	37.44	19.82	13.22	3.08	0.22	25.99	0.00	0.22
ALASKA	30.00	27.50	42.50	0.00	0.00	0.00	0.00	0.00
ARIZONA	44.09	19.18	8.24	14.70	0.00	13.26	0.36	0.18
ARKANSAS	27.91	26.74	7.36	11.24	0.00	0.00	26.74	0.00
CALIFORNIA	33.21	18.76	32.13	1.37	1.03	13.00	0.28	0.21
COLORADO	60.05	10.05	9.13	7.53	0.00	13.01	0.00	0.23
CONNECTICUT	52.82	13.06	8.90	7.42	8.90	0.00	8.90	0.00
DELAWARE	13.92	69.62	2.53	12.66	0.00	0.00	1.27	0.00
DISTRICT OF COLUMBIA	6.67	20.00	46.67	20.00	6.67	0.00	0.00	0.00
FLORIDA	25.89	15.21	33.30	0.77	0.00	24.74	0.00	0.10
GEORGIA	29.32	22.86	27.92	9.25	0.00	10.65	0.00	0.00
HAWAII	26.38	25.15	32.52	15.95	.	.	.	.
IDAHO	45.38	12.31	1.54	0.00	0.00	40.77	0.00	0.00
ILLINOIS	18.64	28.00	37.21	1.66	0.75	12.53	1.13	0.08
INDIANA	50.43	10.57	20.57	8.86	0.00	8.86	0.57	0.14
IOWA	48.56	22.19	6.79	0.78	.	21.15	0.52	0.00
KANSAS	36.82	17.57	14.86	30.41	0.00	0.34	0.00	0.00
KENTUCKY	35.90	25.00	5.85	0.27	0.53	32.45	0.00	0.00
LOUISIANA	32.20	19.92	28.10	0.00	0.27	18.96	0.00	0.55
MAINE	44.78	29.85	6.72	11.94	0.00	5.97	0.00	0.75
MARYLAND	42.16	14.59	13.33	1.44	0.54	27.93	0.00	0.00
MASSACHUSETTS	35.15	7.94	22.50	3.68	22.65	.	7.65	0.44
MICHIGAN	44.69	22.51	25.61	1.34	.	5.61	0.08	0.17
MINNESOTA	60.46	13.40	7.77	6.70	0.13	11.53	0.00	0.00
MISSISSIPPI	13.88	38.08	25.27	0.36	0.00	21.35	0.00	1.07
MISSOURI	34.43	28.24	23.60	0.97	1.93	9.09	1.74	0.00
MONTANA	47.71	20.18	6.42	0.00	0.00	25.69	0.00	0.00
NEBRASKA	63.86	16.06	14.06	2.81	0.00	3.21	0.00	0.00
NEVADA	31.08	19.59	44.59	4.05	0.00	0.00	0.00	0.68
NEW HAMPSHIRE	30.00	9.09	3.64	45.45	0.91	0.00	10.91	0.00
NEW JERSEY	24.78	20.62	24.26	9.53	2.25	16.64	0.69	1.21
NEW MEXICO	30.73	15.10	26.56	0.00	0.00	27.08	0.00	0.52
NEW YORK	33.39	7.36	26.97	10.88	12.66	6.02	2.05	0.67
NORTH CAROLINA	44.50	20.73	10.58	0.63	0.00	23.25	0.00	0.31
NORTH DAKOTA	82.61	13.04	2.17	0.00	0.00	2.17	0.00	0.00
OHIO	40.38	24.48	21.99	4.64	0.00	8.42	0.00	0.09
OKLAHOMA	33.73	17.46	22.49	0.59	0.00	25.74	0.00	0.00
OREGON	38.81	17.16	0.75	0.75	1.49	41.04	0.00	0.00
PENNSYLVANIA	52.41	14.25	16.07	0.24	9.66	0.00	7.28	0.08
PUERTO RICO	4.55	46.36	33.03	2.12	13.94	0.00	0.00	0.00
RHODE ISLAND	21.43	13.10	8.33	55.95	0.00	0.00	1.19	0.00
SOUTH CAROLINA	41.30	33.77	22.08	2.60	0.00	.	0.00	0.26
SOUTH DAKOTA	44.44	11.11	1.59	15.87	0.00	25.40	0.00	1.59
TENNESSEE	39.29	14.60	30.75	3.11	0.00	10.87	0.93	0.47
TEXAS	15.05	33.86	38.92	1.16	0.04	10.07	0.00	0.90
UTAH	25.94	16.58	8.56	0.27	0.00	48.66	0.00	0.00
VERMONT	61.54	4.62	1.54	0.00	9.23	0.00	23.08	0.00
VIRGINIA	38.16	23.87	21.70	0.36	0.36	14.65	0.72	0.18
WASHINGTON	39.23	32.62	15.65	2.03	0.91	9.45	0.00	0.10
WEST VIRGINIA	27.36	37.81	11.44	4.48	0.50	17.41	0.00	1.00
WISCONSIN	46.79	10.87	22.41	4.78	0.00	14.99	0.00	0.16
WYOMING	44.93	40.58	10.14	0.00	0.00	2.90	1.45	0.00
AMERICAN SAMOA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	26.67	60.00	13.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	66.67	33.33	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	85.71	0.00	0.00	0.00	14.29	0.00
BUR. OF INDIAN AFFAIRS	37.50	50.00	12.50	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	35.56	20.50	23.55	4.13	2.46	12.27	1.25	0.29
50 STATES, D.C. & P.R.	35.57	20.45	23.55	4.13	2.46	12.29	1.25	0.29

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	81	52	52	2	0	0	0	4
ALASKA	18	6	5	0	0	0	0	0
ARIZONA	116	48	113	0	0	0	0	6
ARKANSAS	23	22	10	0	1	0	0	1
CALIFORNIA	1,071	488	1,852	314	19	0	0	73
COLORADO	802	169	72	15	1	0	2	11
CONNECTICUT	56	11	14	2	0	0	0	0
DELAWARE	30	74	16	20	0	0	0	27
DISTRICT OF COLUMBIA	0	0	0	26	0	0	0	0
FLORIDA	427	227	685	63	1	0	0	67
GEORGIA	89	76	101	0	0	0	0	1
HAWAII	31	13	18	0	.	.	.	4
IDAHO	37	15	3	0	0	0	0	0
ILLINOIS	220	245	387	62	5	12	0	71
INDIANA	275	22	66	0	0	0	0	1
IOWA	290	132	40	12	0	0	0	12
KANSAS	99	31	16	0	3	0	0	5
KENTUCKY	88	46	37	0	0	0	0	5
LOUISIANA	136	131	221	1	0	4	0	14
MAINE	30	8	4	0	0	0	0	1
MARYLAND	80	38	48	6	9	0	0	1
MASSACHUSETTS	267	32	70	3	40	.	5	24
MICHIGAN	1,818	963	644	58	.	2	2	27
MINNESOTA	381	154	39	2	1	0	0	4
MISSISSIPPI	62	195	232	21	0	1	3	62
MISSOURI	49	160	80	2	2	0	1	2
MONTANA	17	4	1	0	0	0	0	1
NEBRASKA	111	37	30	1	0	0	1	6
NEVADA	48	20	14	5	0	0	0	4
NEW HAMPSHIRE	26	14	12	2	1	0	0	0
NEW JERSEY	96	38	43	58	29	0	1	3
NEW MEXICO	77	35	73	0	0	0	0	1
NEW YORK	444	91	171	41	45	4	2	11
NORTH CAROLINA	194	89	88	7	0	0	0	3
NORTH DAKOTA	24	6	5	0	2	0	4	0
OHIO	390	239	256	26	0	0	0	63
OKLAHOMA	74	32	24	1	0	0	0	2
OREGON	122	37	14	2	0	1	1	1
PENNSYLVANIA	63	58	256	56	34	0	7	3
PUERTO RICO	55	78	10	1	43	1	1	9
RHODE ISLAND	9	16	16	0	4	0	0	0
SOUTH CAROLINA	61	122	112	11	1	.	0	7
SOUTH DAKOTA	26	14	5	0	0	0	3	0
TENNESSEE	144	82	137	42	2	0	0	77
TEXAS	307	772	741	37	1	1	0	177
UTAH	21	22	24	0	0	0	0	0
VERMONT	30	3	1	0	0	0	0	0
VIRGINIA	87	88	89	2	3	0	0	5
WASHINGTON	198	105	69	4	0	0	0	4
WEST VIRGINIA	36	16	21	0	0	0	1	3
WISCONSIN	241	94	133	0	0	1	0	11
WYOMING	19	21	9	0	0	0	0	3
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	10	0	0	0	0	0	0	0
NORTHERN MARIANAS	4	1	0	0	0	0	0	0
PALAU	0	1	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	2	2	1	2	0	0	0	0
U.S. AND OUTLYING AREAS	9,512	5,495	7,180	907	247	27	34	818
50 STATES, D.C. & P.R.	9,496	5,491	7,179	905	247	27	34	817

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	42.41	27.23	27.23	1.05	0.00	0.00	0.00	2.09
ALASKA	62.07	20.69	17.24	0.00	0.00	0.00	0.00	0.00
ARIZONA	40.99	16.96	39.93	0.00	0.00	0.00	0.00	2.12
ARKANSAS	40.35	38.60	17.54	0.00	1.75	0.00	0.00	1.75
CALIFORNIA	28.06	12.78	48.52	8.23	0.50	0.00	0.00	1.91
COLORADO	74.81	15.76	6.72	1.40	0.09	0.00	0.19	1.03
CONNECTICUT	67.47	13.25	16.87	2.41	0.00	0.00	0.00	0.00
DELAWARE	17.96	44.31	9.58	11.98	0.00	0.00	0.00	16.17
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	29.05	15.44	46.60	4.29	0.07	0.00	0.00	4.56
GEORGIA	33.33	28.46	37.83	0.00	0.00	0.00	0.00	0.37
HAWAII	46.97	19.70	27.27	0.00	.	.	.	6.06
IDAHO	67.27	27.27	5.45	0.00	0.00	0.00	0.00	0.00
ILLINOIS	21.96	24.45	38.62	6.19	0.50	1.20	0.00	7.09
INDIANA	75.55	6.04	18.13	0.00	0.00	0.00	0.00	0.27
IOWA	59.67	27.16	8.23	2.47	.	0.00	0.00	2.47
KANSAS	64.29	20.13	10.39	0.00	1.95	0.00	0.00	3.25
KENTUCKY	50.00	26.14	21.02	0.00	0.00	0.00	0.00	2.84
LOUISIANA	26.82	25.84	43.59	0.20	0.00	0.79	0.00	2.76
MAINE	69.77	18.60	9.30	0.00	0.00	0.00	0.00	2.33
MARYLAND	43.96	20.88	26.37	3.30	4.95	0.00	0.00	0.55
MASSACHUSETTS	60.54	7.26	15.87	0.68	9.07	.	1.13	5.44
MICHIGAN	51.74	27.40	18.33	1.65	.	0.06	0.06	0.77
MINNESOTA	65.58	26.51	6.71	0.34	0.17	0.00	0.00	0.69
MISSISSIPPI	10.76	33.85	40.28	3.65	0.00	0.17	0.52	10.76
MISSOURI	16.55	54.05	27.03	0.68	0.68	0.00	0.34	0.68
MONTANA	73.91	17.39	4.35	0.00	0.00	0.00	0.00	4.35
NEBRASKA	59.68	19.89	16.13	0.54	0.00	0.00	0.54	3.23
NEVADA	52.75	21.98	15.38	5.49	0.00	0.00	0.00	4.40
NEW HAMPSHIRE	47.27	25.45	21.82	3.64	1.82	0.00	0.00	0.00
NEW JERSEY	35.82	14.18	16.04	21.64	10.82	0.00	0.37	1.12
NEW MEXICO	41.40	18.82	39.25	0.00	0.00	0.00	0.00	0.54
NEW YORK	54.88	11.25	21.14	5.07	5.56	0.49	0.25	1.36
NORTH CAROLINA	50.92	23.36	23.10	1.84	0.00	0.00	0.00	0.79
NORTH DAKOTA	58.54	14.63	12.20	0.00	4.88	0.00	9.76	0.00
OHIO	40.04	24.54	26.28	2.67	0.00	0.00	0.00	6.47
OKLAHOMA	55.64	24.06	18.05	0.75	0.00	0.00	0.00	1.50
OREGON	68.54	20.79	7.87	1.12	0.00	0.56	0.56	0.56
PENNSYLVANIA	13.21	12.16	53.67	11.74	7.13	0.00	1.47	0.63
PUERTO RICO	27.78	39.39	5.05	0.51	21.72	0.51	0.51	4.55
RHODE ISLAND	20.00	35.56	35.56	0.00	8.89	0.00	0.00	0.00
SOUTH CAROLINA	19.43	38.85	35.67	3.50	0.32	.	0.00	2.23
SOUTH DAKOTA	54.17	29.17	10.42	0.00	0.00	0.00	6.25	0.00
TENNESSEE	29.75	16.94	28.31	8.68	0.41	0.00	0.00	15.91
TEXAS	15.08	37.92	36.39	1.82	0.05	0.05	0.00	8.69
UTAH	31.34	32.84	35.82	0.00	0.00	0.00	0.00	0.00
VERMONT	88.24	8.82	2.94	0.00	0.00	0.00	0.00	0.00
VIRGINIA	31.75	32.12	32.48	0.73	1.09	0.00	0.00	1.82
WASHINGTON	52.11	27.63	18.16	1.05	0.00	0.00	0.00	1.05
WEST VIRGINIA	46.75	20.78	27.27	0.00	0.00	0.00	1.30	3.90
WISCONSIN	50.21	19.58	27.71	0.00	0.00	0.21	0.00	2.29
WYOMING	36.54	40.38	17.31	0.00	0.00	0.00	0.00	5.77
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	80.00	20.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
BUR. OF INDIAN AFFAIRS	28.57	28.57	14.29	28.57	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	39.27	22.69	29.64	3.74	1.02	0.11	0.14	3.38
50 STATES, D.C. & P.R.	39.25	22.69	29.67	3.74	1.02	0.11	0.14	3.38

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	302	241	68	11	1	0	0	15
ALASKA	69	34	31	0	0	0	0	0
ARIZONA	130	108	38	0	0	0	0	15
ARKANSAS	374	436	135	3	16	0	1	17
CALIFORNIA	2,794	824	788	36	97	0	6	157
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	925	221	105	9	19	0	15	12
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	3	0	0	31	4	0	0	0
FLORIDA	68	37	49	3	29	1	0	818
GEORGIA	486	679	356	1	1	1	1	13
HAWAII	49	48	54	0	0	8	0	45
IDAHO	169	70	25	2	0	0	0	3
ILLINOIS	185	521	278	20	5	1	2	653
INDIANA	306	97	91	2	0	0	1	9
IOWA	1	1	0	0	.	0	1	0
KANSAS	517	295	76	4	1	1	0	17
KENTUCKY	245	211	41	4	0	1	1	6
LOUISIANA	727	519	625	9	4	10	1	38
MAINE	217	171	39	2	0	0	0	5
MARYLAND	611	257	199	23	27	1	5	18
MASSACHUSETTS	150	59	52	9	27	.	13	372
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1,049	379	67	12	2	2	3	11
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	521	400	185	2	7	0	6	26
MONTANA	152	112	25	0	0	0	2	21
NEBRASKA	269	149	80	1	0	0	1	23
NEVADA	108	52	22	3	0	0	0	2
NEW HAMPSHIRE	510	155	131	9	17	5	24	7
NEW JERSEY	201	78	25	15	4	0	0	63
NEW MEXICO	104	113	118	0	0	1	0	7
NEW YORK	2,496	708	799	159	59	3	13	60
NORTH CAROLINA	1,309	867	398	13	0	5	0	41
NORTH DAKOTA	78	23	2	1	0	0	1	2
OHIO	509	95	19	18	0	0	0	1,182
OKLAHOMA	174	104	31	4	1	0	0	9
OREGON	581	201	91	15	20	4	5	22
PENNSYLVANIA	94	56	14	0	0	0	0	2
PUERTO RICO	40	144	31	3	3	1	3	59
RHODE ISLAND	167	76	51	0	5	0	0	82
SOUTH CAROLINA	86	274	47	0	1	.	0	9
SOUTH DAKOTA	66	25	6	0	2	0	2	1
TENNESSEE	1,372	946	314	24	14	3	15	475
TEXAS	1,665	4,286	2,403	95	0	1	1	1,393
UTAH	93	121	89	3	0	0	0	25
VERMONT	184	10	6	2	2	0	4	3
VIRGINIA	774	559	295	3	9	10	5	18
WASHINGTON	2,829	2,159	997	44	36	4	2	33
WEST VIRGINIA	132	132	30	0	0	1	1	3
WISCONSIN	249	204	89	2	0	1	0	25
WYOMING	116	80	35	0	1	5	2	3
AMERICAN SAMOA	0	0	2	0	0	0	0	0
GUAM	11	0	6	0	0	0	1	0
NORTHERN MARIANAS	1	2	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	1	0	0	0	0	5
BUR. OF INDIAN AFFAIRS	11	8	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	24,280	17,347	9,461	597	414	70	138	5,825
50 STATES, D.C. & P.R.	24,256	17,337	9,450	597	414	70	137	5,820

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	47.34	37.77	10.66	1.72	0.16	0.00	0.00	2.35
ALASKA	51.49	25.37	23.13	0.00	0.00	0.00	0.00	0.00
ARIZONA	44.67	37.11	13.06	0.00	0.00	0.00	0.00	5.15
ARKANSAS	38.09	44.40	13.75	0.31	1.63	0.00	0.10	1.73
CALIFORNIA	59.42	17.52	16.76	0.77	2.06	0.00	0.13	3.34
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	70.83	16.92	8.04	0.69	1.45	0.00	1.15	0.92
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	7.89	0.00	0.00	81.58	10.53	0.00	0.00	0.00
FLORIDA	6.77	3.68	4.88	0.30	2.89	0.10	0.00	81.39
GEORGIA	31.60	44.15	23.15	0.07	0.07	0.07	0.07	0.85
HAWAII	24.02	23.53	26.47	0.00	.	3.92	.	22.06
IDAHO	62.83	26.02	9.29	0.74	0.00	0.00	0.00	1.12
ILLINOIS	11.11	31.29	16.70	1.20	0.30	0.06	0.12	39.22
INDIANA	60.47	19.17	17.98	0.40	0.00	0.00	0.20	1.78
IOWA	33.33	33.33	0.00	0.00	.	0.00	33.33	0.00
KANSAS	56.75	32.38	8.34	0.44	0.11	0.11	0.00	1.87
KENTUCKY	48.13	41.45	8.06	0.79	0.00	0.20	0.20	1.18
LOUISIANA	37.61	26.85	32.33	0.47	0.21	0.52	0.05	1.97
MAINE	50.00	39.40	8.99	0.46	0.00	0.00	0.00	1.15
MARYLAND	53.55	22.52	17.44	2.02	2.37	0.09	0.44	1.58
MASSACHUSETTS	21.99	8.65	7.62	1.32	3.96	.	1.91	54.55
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	68.79	24.85	4.39	0.79	0.13	0.13	0.20	0.72
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	45.42	34.87	16.13	0.17	0.61	0.00	0.52	2.27
MONTANA	48.72	35.90	8.01	0.00	0.00	0.00	0.64	6.73
NEBRASKA	51.43	28.49	15.30	0.19	0.00	0.00	0.19	4.40
NEVADA	57.75	27.81	11.76	1.60	0.00	0.00	0.00	1.07
NEW HAMPSHIRE	59.44	18.07	15.27	1.05	1.98	0.58	2.80	0.82
NEW JERSEY	52.07	20.21	6.48	3.89	1.04	0.00	0.00	16.32
NEW MEXICO	30.32	32.94	34.40	0.00	0.00	0.29	0.00	2.04
NEW YORK	58.09	16.48	18.59	3.70	1.37	0.07	0.30	1.40
NORTH CAROLINA	49.72	32.93	15.12	0.49	0.00	0.19	0.00	1.56
NORTH DAKOTA	72.90	21.50	1.87	0.93	0.00	0.00	0.93	1.87
OHIO	27.92	5.21	1.04	0.99	0.00	0.00	0.00	64.84
OKLAHOMA	53.87	32.20	9.60	1.24	0.31	0.00	0.00	2.79
OREGON	61.87	21.41	9.69	1.60	2.13	0.43	0.53	2.34
PENNSYLVANIA	56.63	33.73	8.43	0.00	0.00	0.00	0.00	1.20
PUERTO RICO	14.08	50.70	10.92	1.06	1.06	0.35	1.06	20.77
RHODE ISLAND	43.83	19.95	13.39	0.00	1.31	0.00	0.00	21.52
SOUTH CAROLINA	20.62	65.71	11.27	0.00	0.24	.	0.00	2.16
SOUTH DAKOTA	64.71	24.51	5.88	0.00	1.96	0.00	1.96	0.98
TENNESSEE	43.38	29.91	9.93	0.76	0.44	0.09	0.47	15.02
TEXAS	16.91	43.54	24.41	0.97	0.00	0.01	0.01	14.15
UTAH	28.10	36.56	26.89	0.91	0.00	0.00	0.00	7.55
VERMONT	87.20	4.74	2.84	0.95	0.95	0.00	1.90	1.42
VIRGINIA	46.26	33.41	17.63	0.18	0.54	0.60	0.30	1.08
WASHINGTON	46.35	35.37	16.33	0.72	0.59	0.07	0.03	0.54
WEST VIRGINIA	44.15	44.15	10.03	0.00	0.00	0.33	0.33	1.00
WISCONSIN	43.68	35.79	15.61	0.35	0.00	0.18	0.00	4.39
WYOMING	47.93	33.06	14.46	0.00	0.41	2.07	0.83	1.24
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	61.11	0.00	33.33	0.00	0.00	0.00	5.56	0.00
NORTHERN MARIANAS	33.33	66.67	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	14.29	0.00	14.29	0.00	0.00	0.00	0.00	71.43
BUR. OF INDIAN AFFAIRS	52.38	38.10	9.52	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	41.77	29.84	16.28	1.03	0.71	0.12	0.24	10.02
50 STATES, D.C. & P.R.	41.76	29.85	16.27	1.03	0.71	0.12	0.24	10.02

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

VISUAL IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	89	25	14	20	0	51	0	0
ALASKA	12	5	2	0	0	0	0	0
ARIZONA	115	35	14	0	0	38	0	3
ARKANSAS	28	20	7	11	0	0	26	0
CALIFORNIA	639	292	550	28	9	49	1	9
COLORADO	114	20	3	11	0	14	0	0
CONNECTICUT	123	27	43	15	11	1	1	3
DELAWARE	29	24	2	1	0	0	0	1
DISTRICT OF COLUMBIA	0	12	0	0	0	0	0	0
FLORIDA	191	51	59	10	1	117	0	1
GEORGIA	114	42	20	1	0	52	0	0
HAWAII	27	7	4	0	.	.	.	.
IDAHO	17	5	4	0	0	5	0	0
ILLINOIS	189	220	69	6	2	43	0	0
INDIANA	226	9	20	49	0	49	0	1
IOWA	40	18	6	2	.	24	1	0
KANSAS	73	11	3	7	0	1	0	0
KENTUCKY	128	24	11	1	1	45	0	1
LOUISIANA	85	44	75	0	0	19	0	0
MAINE	37	9	2	0	0	0	0	0
MARYLAND	95	31	25	4	2	0	17	0
MASSACHUSETTS	166	51	38	3	15	.	14	2
MICHIGAN	245	79	42	5	.	6	0	5
MINNESOTA	133	18	5	4	1	27	0	0
MISSISSIPPI	11	28	32	0	0	36	0	3
MISSOURI	47	72	19	6	2	2	0	1
MONTANA	17	11	4	0	0	10	0	0
NEBRASKA	75	24	7	1	0	4	1	1
NEVADA	26	17	6	0	0	0	0	0
NEW HAMPSHIRE	11	2	0	39	0	0	3	0
NEW JERSEY	122	16	6	0	10	0	0	0
NEW MEXICO	33	18	11	0	0	23	0	0
NEW YORK	349	54	135	55	72	3	4	3
NORTH CAROLINA	158	49	20	0	0	36	0	1
NORTH DAKOTA	23	2	2	0	0	0	0	0
OHIO	294	62	42	10	0	56	0	1
OKLAHOMA	60	20	17	4	0	25	0	0
OREGON	38	1	3	0	2	12	0	0
PENNSYLVANIA	409	42	35	5	64	0	35	5
PUERTO RICO	16	190	19	18	1	7	1	2
RHODE ISLAND	14	7	5	0	1	0	1	0
SOUTH CAROLINA	72	65	25	3	1	.	0	2
SOUTH DAKOTA	17	2	1	0	0	4	0	0
TENNESSEE	264	77	39	2	1	41	0	4
TEXAS	231	467	204	17	1	87	0	11
UTAH	41	22	31	0	0	75	0	2
VERMONT	18	1	0	0	0	0	0	0
VIRGINIA	151	61	10	0	2	23	0	0
WASHINGTON	92	44	15	0	0	34	0	0
WEST VIRGINIA	36	18	5	10	0	20	0	0
WISCONSIN	110	19	14	10	1	20	1	0
WYOMING	14	8	1	0	0	1	0	0
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	5	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	2	0	0	0	0	0
VIRGIN ISLANDS	4	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	2	0	0	0	3	0	0
U.S. AND OUTLYING AREAS	5,674	2,480	1,732	358	200	1,063	106	62
50 STATES, D.C. & P.R.	5,664	2,478	1,726	358	200	1,060	106	62

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	44.72	12.56	7.04	10.05	0.00	25.63	0.00	0.00
ALASKA	63.16	26.32	10.53	0.00	0.00	0.00	0.00	0.00
ARIZONA	56.10	17.07	6.83	0.00	0.00	18.54	0.00	1.46
ARKANSAS	30.43	21.74	7.61	11.96	0.00	0.00	28.26	0.00
CALIFORNIA	40.52	18.52	34.88	1.78	0.57	3.11	0.06	0.57
COLORADO	70.37	12.35	1.85	6.79	0.00	8.64	0.00	0.00
CONNECTICUT	54.91	12.05	19.20	6.70	4.91	0.45	0.45	1.34
DELAWARE	50.88	42.11	3.51	1.75	0.00	0.00	0.00	1.75
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	44.42	11.86	13.72	2.33	0.23	27.21	0.00	0.23
GEORGIA	49.78	18.34	8.73	0.44	0.00	22.71	0.00	0.00
HAWAII	71.05	18.42	10.53	0.00	.	.	.	.
IDAHO	54.84	16.13	12.90	0.00	0.00	16.13	0.00	0.00
ILLINOIS	35.73	41.59	13.04	1.13	0.38	8.13	0.00	0.00
INDIANA	63.84	2.54	5.65	13.84	0.00	13.84	0.00	0.28
IOWA	43.96	19.78	6.59	2.20	.	26.37	1.10	0.00
KANSAS	76.84	11.58	3.16	7.37	0.00	1.05	0.00	0.00
KENTUCKY	60.66	11.37	5.21	0.47	0.47	21.33	0.00	0.47
LOUISIANA	38.12	19.73	33.63	0.00	0.00	8.52	0.00	0.00
MAINE	77.08	18.75	4.17	0.00	0.00	0.00	0.00	0.00
MARYLAND	54.60	17.82	14.37	2.30	1.15	0.00	9.77	0.00
MASSACHUSETTS	57.44	17.65	13.15	1.04	5.19	.	4.84	0.69
MICHIGAN	64.14	20.68	10.99	1.31	.	1.57	0.00	1.31
MINNESOTA	70.74	9.57	2.66	2.13	0.53	14.36	0.00	0.00
MISSISSIPPI	10.00	25.45	29.09	0.00	0.00	32.73	0.00	2.73
MISSOURI	31.54	48.32	12.75	4.03	1.34	1.34	0.00	0.67
MONTANA	40.48	26.19	9.52	0.00	0.00	23.81	0.00	0.00
NEBRASKA	66.37	21.24	6.19	0.88	0.00	3.54	0.88	0.88
NEVADA	53.06	34.69	12.24	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	20.00	3.64	0.00	70.91	0.00	0.00	5.45	0.00
NEW JERSEY	79.22	10.39	3.90	0.00	6.49	0,00	0.00	0.00
NEW MEXICO	38.82	21.18	12.94	0.00	0.00	27.06	0.00	0.00
NEW YORK	51.70	8.00	20.00	8.15	10.67	0.44	0.59	0.44
NORTH CAROLINA	59.85	18.56	7.58	0.00	0.00	13.64	0.00	0.38
NORTH DAKOTA	85.19	7.41	7.41	0.00	0.00	0.00	0.00	0.00
OHIO	63.23	13.33	9.03	2.15	0.00	12.04	0.00	0.22
OKLAHOMA	47.62	15.87	13.49	3.17	0.00	19.84	0.00	0.00
OREGON	67.86	1.79	5.36	0.00	3.57	21.43	0.00	0.00
PENNSYLVANIA	68.74	7.06	5.88	0.84	10.76	0.00	5.88	0.84
PUERTO RICO	6.30	74.80	7.48	7.09	0.39	2.76	0.39	0.79
RHODE ISLAND	50.00	25.00	17.86	0.00	3.57	0.00	3.57	0.00
SOUTH CAROLINA	42.86	38.69	14.88	1.79	0.60	.	0.00	1.19
SOUTH DAKOTA	70.83	8.33	4.17	0.00	0.00	16.67	0.00	0.00
TENNESSEE	61.68	17.99	9.11	0.47	0.23	9.58	0.00	0.93
TEXAS	22.69	45.87	20.04	1.67	0.10	8.55	0.00	1.08
UTAH	23.98	12.87	18.13	0.00	0.00	43.86	0.00	1.17
VERMONT	94.74	5.26	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	61.13	24.70	4.05	0.00	0.81	9.31	0.00	0.00
WASHINGTON	49.73	23.78	8.11	0.00	0.00	18.38	0.00	0.00
WEST VIRGINIA	40.45	20.22	5.62	11.24	0.00	22.47	0.00	0.00
WISCONSIN	62.86	10.86	8.00	5.71	0.57	11.43	0.57	0.00
WYOMING	58.33	33.33	4.17	0.00	0.00	4.17	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	83.33	0.00	16.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	16.67	33.33	0.00	0.00	0.00	50.00	0.00	0.00
U.S. AND OUTLYING AREAS	48.60	21.24	14.84	3.07	1.71	9.10	0.91	0.53
50 STATES, D.C. & P.R.	48.60	21.26	14.81	3.07	1.72	9.10	0.91	0.53

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

AUTISM

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	8	8	34	14	0	1	18	0
ALASKA	4	1	6	0	0	0	0	0
ARIZONA	13	6	50	5	19	0	0	1
ARKANSAS	7	6	28	0	2	0	0	1
CALIFORNIA	44	67	502	78	121	0	7	5
COLORADO	11	6	9	0	0	0	0	0
CONNECTICUT	9	14	28	25	12	0	4	0
DELAWARE	0	27	4	11	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	22	0	0	0
FLORIDA	9	6	212	91	8	0	0	4
GEORGIA	4	9	111	9	0	0	2	0
HAWAII	2	3	16	1	.	.	.	.
IDAHO	7	9	23	1	0	0	0	0
ILLINOIS	12	36	154	30	92	0	13	0
INDIANA	71	19	203	16	1	4	4	3
IOWA	72	33	10	6	.	1	1	0
KANSAS	12	13	42	8	1	0	3	1
KENTUCKY	4	7	32	0	0	0	0	0
LOUISIANA	2	6	169	4	0	13	0	2
MAINE	4	9	9	0	2	0	1	0
MARYLAND	13	15	69	19	22	0	13	1
MASSACHUSETTS	12	3	103	27	79	.	84	3
MICHIGAN	81	77	245	154	.	1	0	0
MINNESOTA	40	62	108	9	1	0	0	1
MISSISSIPPI	0	2	32	6	1	0	1	1
MISSOURI	45	34	131	2	2	0	2	1
MONTANA	4	1	10	0	0	0	0	1
NEBRASKA	5	7	25	3	0	0	1	0
NEVADA	1	5	13	2	0	0	1	0
NEW HAMPSHIRE	2	2	1	1	1	0	0	0
NEW JERSEY	3	10	17	63	127	27	7	4
NEW MEXICO	3	2	23	0	0	0	0	0
NEW YORK	44	19	106	408	64	9	48	5
NORTH CAROLINA	25	24	287	39	1	0	0	2
NORTH DAKOTA	4	2	5	0	2	1	2	0
OHIO	10	6	27	1	0	0	0	0
OKLAHOMA	2	19	38	1	0	0	0	2
OREGON	39	9	19	1	1	1	2	1
PENNSYLVANIA	19	28	199	43	20	1	6	0
PUERTO RICO	2	4	80	12	0	0	0	8
RHODE ISLAND	1	2	5	0	5	0	3	0
SOUTH CAROLINA	0	9	46	3	0	.	0	0
SOUTH DAKOTA	2	4	6	0	0	2	7	0
TENNESSEE	10	21	111	15	2	0	0	2
TEXAS	29	117	536	33	2	2	1	7
UTAH	4	3	35	11	0	4	0	0
VERMONT	11	3	1	0	0	0	1	0
VIRGINIA	3	20	178	26	11	6	11	0
WASHINGTON	15	8	36	2	0	0	0	0
WEST VIRGINIA	6	14	22	1	0	0	1	0
WISCONSIN	17	22	82	2	0	0	0	0
WYOMING	2	3	5	0	0	3	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	2
BUR. OF INDIAN AFFAIRS	0	0	2	1	0	0	0	0
U.S. AND OUTLYING AREAS	749	842	4,245	1,184	621	76	245	58
50 STATES, D.C. & P.R.	749	842	4,243	1,183	621	76	244	56

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

AUTISM

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	9.64	9.64	40.96	16.87	0.00	1.20	21.69	0.00
ALASKA	36.36	9.09	54.55	0.00	0.00	0.00	0.00	0.00
ARIZONA	13.83	6.38	53.19	5.32	20.21	0.00	0.00	1.06
ARKANSAS	15.91	13.64	63.64	0.00	4.55	0.00	0.00	2.27
CALIFORNIA	5.34	8.13	60.92	9.47	14.68	0.00	0.85	0.61
COLORADO	42.31	23.08	34.62	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	9.78	15.22	30.43	27.17	13.04	0.00	4.35	0.00
DELAWARE	0.00	64.29	9.52	26.19	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	2.73	1.82	64.24	27.58	2.42	0.00	0.00	1.21
GEORGIA	2.96	6.67	82.22	6.67	0.00	0.00	1.48	0.00
HAWAII	9.09	13.64	72.73	4.55	.	.	.	.
IDAHO	17.50	22.50	57.50	2.50	0.00	0.00	0.00	0.00
ILLINOIS	3.56	10.68	45.70	8.90	27.30	0.00	3.86	0.00
INDIANA	22.12	5.92	63.24	4.98	0.31	1.25	1.25	0.93
IOWA	58.54	26.83	8.13	4.88	.	0.81	0.81	0.00
KANSAS	15.00	16.25	52.50	10.00	1.25	0.00	3.75	1.25
KENTUCKY	9.30	16.28	74.42	0.00	0.00	0.00	0.00	0.00
LOUISIANA	1.02	3.06	86.22	2.04	0.00	6.63	0.00	1.02
MAINE	16.00	36.00	36.00	0.00	8.00	0.00	4.00	0.00
MARYLAND	8.55	9.87	45.39	12.50	14.47	0.00	8.55	0.66
MASSACHUSETTS	3.86	0.96	33.12	8.68	25.40	.	27.01	0.96
MICHIGAN	14.52	13.80	43.91	27.60	.	0.18	0.00	0.00
MINNESOTA	18.10	28.05	48.87	4.07	0.45	0.00	0.00	0.45
MISSISSIPPI	0.00	4.65	74.42	13.95	2.33	0.00	2.33	2.33
MISSOURI	20.74	15.67	60.37	0.92	0.92	0.00	0.92	0.46
MONTANA	25.00	6.25	62.50	0.00	0.00	0.00	0.00	6.25
NEBRASKA	12.20	17.07	60.98	7.32	0.00	0.00	2.44	0.00
NEVADA	4.55	22.73	59.09	9.09	0.00	0.00	4.55	0.00
NEW HAMPSHIRE	28.57	28.57	14.29	14.29	14.29	0.00	0.00	0.00
NEW JERSEY	1.16	3.88	6.59	24.42	49.22	10.47	2.71	1.55
NEW MEXICO	10.71	7.14	82.14	0.00	0.00	0.00	0.00	0.00
NEW YORK	6.26	2.70	15.08	58.04	9.10	1.28	6.83	0.71
NORTH CAROLINA	6.61	6.35	75.93	10.32	0.26	0.00	0.00	0.53
NORTH DAKOTA	25.00	12.50	31.25	0.00	12.50	6.25	12.50	0.00
OHIO	22.73	13.64	61.36	2.27	0.00	0.00	0.00	0.00
OKLAHOMA	3.23	30.65	61.29	1.61	0.00	0.00	0.00	3.23
OREGON	53.42	12.33	26.03	1.37	1.37	1.37	2.74	1.37
PENNSYLVANIA	6.01	8.86	62.97	13.61	6.33	0.32	1.90	0.00
PUERTO RICO	1.89	3.77	75.47	11.32	0.00	0.00	0.00	7.55
RHODE ISLAND	6.25	12.50	31.25	0.00	31.25	0.00	18.75	0.00
SOUTH CAROLINA	0.00	15.52	79.31	5.17	0.00	.	0.00	0.00
SOUTH DAKOTA	9.52	19.05	28.57	0.00	0.00	9.52	33.33	0.00
TENNESSEE	6.21	13.04	68.94	9.32	1.24	0.00	0.00	1.24
TEXAS	3.99	16.09	73.73	4.54	0.28	0.28	0.14	0.96
UTAH	7.02	5.26	61.40	19.30	0.00	7.02	0.00	0.00
VERMONT	68.75	18.75	6.25	0.00	0.00	0.00	6.25	0.00
VIRGINIA	1.18	7.84	69.80	10.20	4.31	2.35	4.31	0.00
WASHINGTON	24.59	13.11	59.02	3.28	0.00	0.00	0.00	0.00
WEST VIRGINIA	13.64	31.82	50.00	2.27	0.00	0.00	2.27	0.00
WISCONSIN	13.82	17.89	66.67	1.63	0.00	0.00	0.00	0.00
WYOMING	15.38	23.08	38.46	0.00	0.00	23.08	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	9.34	10.50	52.93	14.76	7.74	0.95	3.05	0.72
50 STATES, D.C. & P.R.	9.35	10.51	52.94	14.76	7.75	0.95	3.04	0.70

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

DEAF-BLINDNESS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	2	0	0	1	0	0
ALASKA	0	0	1	0	0	0	0	0
ARIZONA	2	2	5	7	2	9	0	0
ARKANSAS	0	0	2	2	0	0	2	0
CALIFORNIA	6	9	31	5	3	3	0	0
COLORADO	6	4	9	9	0	3	0	0
CONNECTICUT	0	1	1	1	2	0	1	0
DELAWARE	0	6	2	6	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	5	0	0	0	0
FLORIDA	1	0	4	2	1	0	0	0
GEORGIA	0	0	0	0	0	2	0	0
HAWAII	0	1	3	1	.	1	.	.
IDAHO	1	2	1	0	0	2	0	0
ILLINOIS	1	3	14	5	0	5	0	0
INDIANA	0	0	17	6	0	1	4	1
IOWA	6	3	1	3	.	2	0	0
KANSAS	1	0	4	0	0	0	0	3
KENTUCKY	1	2	1	0	0	1	0	1
LOUISIANA	0	1	4	0	0	3	0	0
MAINE	1	2	1	0	1	0	2	0
MARYLAND	1	1	3	0	0	0	5	0
MASSACHUSETTS	0	0	5	2	9	.	8	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1	2	3	1	1	2	0	0
MISSISSIPPI	1	0	4	0	0	3	0	1
MISSOURI	1	3	28	2	1	2	0	0
MONTANA	2	4	7	0	0	2	0	0
NEBRASKA	0	1	1	1	0	0	0	0
NEVADA	1	0	1	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	2	0	0	1	0
NEW JERSEY	1	0	3	5	2	3	0	0
NEW MEXICO	0	0	1	0	0	2	0	0
NEW YORK	4	0	1	1	0	1	0	0
NORTH CAROLINA	1	0	0	0	0	7	0	0
NORTH DAKOTA	2	0	0	3	0	18	0	0
OHIO	3	1	0	1	0	0	0	0
OKLAHOMA	0	2	8	3	0	2	0	1
OREGON	0	0	1	0	0	1	0	0
PENNSYLVANIA	1	1	3	0	0	0	0	0
PUERTO RICO	0	0	4	12	0	0	0	0
RHODE ISLAND	1	0	0	1	1	0	1	0
SOUTH CAROLINA	0	0	29	2	0	.	0	0
SOUTH DAKOTA	0	0	0	0	0	1	0	0
TENNESSEE	2	1	1	0	0	1	0	0
TEXAS	9	15	31	3	0	3	0	1
UTAH	0	1	4	5	0	13	0	0
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	5	1	4	2	0	0	0	0
WEST VIRGINIA	0	0	0	2	0	7	0	0
WISCONSIN	1	1	3	0	0	1	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	3	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	0	0	1	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	63	71	252	101	23	102	24	8
50 STATES, D.C. & P.R.	63	70	248	100	23	102	24	8

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	66.67	0.00	0.00	33.33	0.00	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	7.41	7.41	18.52	25.93	7.41	33.33	0.00	0.00
ARKANSAS	0.00	0.00	33.33	33.33	0.00	0.00	33.33	0.00
CALIFORNIA	10.53	15.79	54.39	8.77	5.26	5.26	0.00	0.00
COLORADO	19.35	12.90	29.03	29.03	0.00	9.68	0.00	0.00
CONNECTICUT	0.00	16.67	16.67	16.67	33.33	0.00	16.67	0.00
DELAWARE	0.00	42.86	14.29	42.86	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	12.50	0.00	50.00	25.00	12.50	0.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
HAWAII	0.00	16.67	50.00	16.67	.	16.67	.	.
IDAHO	16.67	33.33	16.67	0.00	0.00	33.33	0.00	0.00
ILLINOIS	3.57	10.71	50.00	17.86	0.00	17.86	0.00	0.00
INDIANA	0.00	0.00	58.62	20.69	0.00	3.45	13.79	3.45
IOWA	40.00	20.00	6.67	20.00	.	13.33	0.00	0.00
KANSAS	12.50	0.00	50.00	0.00	0.00	0.00	0.00	37.50
KENTUCKY	16.67	33.33	16.67	0.00	0.00	16.67	0.00	16.67
LOUISIANA	0.00	12.50	50.00	0.00	0.00	37.50	0.00	0.00
MAINE	14.29	28.57	14.29	0.00	14.29	0.00	28.57	0.00
MARYLAND	10.00	10.00	30.00	0.00	0.00	0.00	50.00	0.00
MASSACHUSETTS	0.00	0.00	20.83	8.33	37.50	.	33.33	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	10.00	20.00	30.00	10.00	10.00	20.00	0.00	0.00
MISSISSIPPI	11.11	0.00	44.44	0.00	0.00	33.33	0.00	11.11
MISSOURI	2.70	8.11	75.68	5.41	2.70	5.41	0.00	0.00
MONTANA	13.33	26.67	46.67	0.00	0.00	13.33	0.00	0.00
NEBRASKA	0.00	33.33	33.33	33.33	0.00	0.00	0.00	0.00
NEVADA	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	66.67	0.00	0.00	33.33	0.00
NEW JERSEY	7.14	0.00	21.43	35.71	14.29	21.43	0.00	0.00
NEW MEXICO	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
NEW YORK	57.14	0.00	14.29	14.29	0.00	14.29	0.00	0.00
NORTH CAROLINA	12.50	0.00	0.00	0.00	0.00	87.50	0.00	0.00
NORTH DAKOTA	8.70	0.00	0.00	13.04	0.00	78.26	0.00	0.00
OHIO	60.00	20.00	0.00	20.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	12.50	50.00	18.75	0.00	12.50	0.00	6.25
OREGON	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
PENNSYLVANIA	20.00	20.00	60.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	25.00	75.00	0.00	0.00	0.00	0.00
RHODE ISLAND	25.00	0.00	0.00	25.00	25.00	0.00	25.00	0.00
SOUTH CAROLINA	0.00	0.00	93.55	6.45	0.00	.	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
TENNESSEE	40.00	20.00	20.00	0.00	0.00	20.00	0.00	0.00
TEXAS	14.52	24.19	50.00	4.84	0.00	4.84	0.00	1.61
UTAH	0.00	4.35	17.39	21.74	0.00	56.52	0.00	0.00
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	.	.	.	.	.	.	.	.
WASHINGTON	41.67	8.33	33.33	16.67	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	22.22	0.00	77.78	0.00	0.00
WISCONSIN	16.67	16.67	50.00	0.00	0.00	16.67	0.00	0.00
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	9.78	11.02	39.13	15.68	3.57	15.84	3.73	1.24
50 STATES, D.C. & P.R.	9.87	10.97	38.87	15.67	3.61	15.99	3.76	1.25

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

TRAUMATIC BRAIN INJURY

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	35	35	19	0	0	0	0	3
ALASKA	9	9	7	0	0	0	0	0
ARIZONA	5	6	5	0	0	0	0	1
ARKANSAS	13	15	12	0	2	0	17	1
CALIFORNIA	94	98	133	4	12	0	1	10
COLORADO	43	13	14	0	0	0	1	3
CONNECTICUT	13	7	3	4	.	.	1	.
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	0	0	0	0
FLORIDA	17	14	24	0	0	0	0	1
GEORGIA	14	30	37	2	0	0	0	1
HAWAII	0	0	0	0	0	0	1	0
IDAHO	33	12	10	1	0	0	0	2
ILLINOIS	10	74	64	13	6	1	0	0
INDIANA	75	21	47	0	0	0	4	4
IOWA	42	19	6	3	.	1	0	1
KANSAS	57	38	37	9	0	0	0	3
KENTUCKY	22	22	11	0	0	0	0	2
LOUISIANA	17	27	41	0	0	0	0	1
MAINE	16	14	12	0	0	0	0	2
MARYLAND	40	23	27	3	10	0	2	1
MASSACHUSETTS	20	14	37	14	29	.	13	13
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	39	20	21	2	0	0	1	2
MISSISSIPPI	4	10	18	1	0	3	0	2
MISSOURI	47	37	41	1	1	0	0	3
MONTANA	16	13	4	1	0	0	0	1
NEBRASKA	29	23	13	0	0	0	0	2
NEVADA	5	7	5	4	0	0	0	0
NEW HAMPSHIRE	5	7	3	0	0	0	1	0
NEW JERSEY	4	7	3	1	2	1	0	3
NEW MEXICO	20	18	34	0	0	5	0	1
NEW YORK	113	49	104	26	9	1	4	7
NORTH CAROLINA	46	25	33	2	0	0	0	7
NORTH DAKOTA	6	2	0	0	0	0	0	2
OHIO	50	13	7	0	0	0	0	0
OKLAHOMA	20	23	14	2	0	0	0	3
OREGON	40	31	13	1	2	0	0	4
PENNSYLVANIA	43	93	136	5	332	1	31	1
PUERTO RICO	2	3	1	1	0	0	0	2
RHODE ISLAND	11	2	4	0	4	0	0	0
SOUTH CAROLINA	3	7	8	0	0	.	0	1
SOUTH DAKOTA	11	4	1	0	0	1	0	1
TENNESSEE	31	19	32	1	1	0	0	7
TEXAS	38	75	55	4	0	0	0	12
UTAH	39	41	46	4	0	0	0	0
VERMONT	11	1	1	0	1	0	0	1
VIRGINIA	30	33	26	0	1	0	0	4
WASHINGTON	26	20	12	0	1	0	0	1
WEST VIRGINIA	23	8	3	1	0	0	0	1
WISCONSIN	22	40	30	0	0	1	0	1
WYOMING	7	20	9	0	1	4	0	0
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	1	1	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	1	1	2	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,318	1,144	1,225	111	414	19	77	118
50 STATES, D.C. & P.R.	1,316	1,142	1,223	111	414	19	77	118

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB5

Percentage of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

TRAUMATIC BRAIN INJURY

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	38.04	38.04	20.65	0.00	0.00	0.00	0.00	3.26
ALASKA	36.00	36.00	28.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	29.41	35.29	29.41	0.00	0.00	0.00	0.00	5.88
ARKANSAS	21.67	25.00	20.00	0.00	3.33	0.00	28.33	1.67
CALIFORNIA	26.70	27.84	37.78	1.14	3.41	0.00	0.28	2.84
COLORADO	58.11	17.57	18.92	0.00	0.00	0.00	1.35	4.05
CONNECTICUT	46.43	25.00	10.71	14.29	0.00	0.00	3.57	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	30.36	25.00	42.86	0.00	0.00	0.00	0.00	1.79
GEORGIA	16.67	35.71	44.05	2.38	0.00	0.00	0.00	1.19
HAWAII	0.00	0.00	0.00	0.00	.	.	100.00	.
IDAHO	56.90	20.69	17.24	1.72	0.00	0.00	0.00	3.45
ILLINOIS	5.95	44.05	38.10	7.74	3.57	0.60	0.00	0.00
INDIANA	49.67	13.91	31.13	0.00	0.00	0.00	2.65	2.65
IOWA	58.33	26.39	8.33	4.17	.	1.39	0.00	1.39
KANSAS	39.58	26.39	25.69	6.25	0.00	0.00	0.00	2.08
KENTUCKY	38.60	38.60	19.30	0.00	0.00	0.00	0.00	3.51
LOUISIANA	19.77	31.40	47.67	0.00	0.00	0.00	0.00	1.16
MAINE	36.36	31.82	27.27	0.00	0.00	0.00	0.00	4.55
MARYLAND	37.74	21.70	25.47	2.83	9.43	0.00	1.89	0.94
MASSACHUSETTS	14.29	10.00	26.43	10.00	20.71	.	9.29	9.29
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	45.88	23.53	24.71	2.35	0.00	0.00	1.18	2.35
MISSISSIPPI	10.53	26.32	47.37	2.63	0.00	7.89	0.00	5.26
MISSOURI	36.15	28.46	31.54	0.77	0.77	0.00	0.00	2.31
MONTANA	45.71	37.14	11.43	2.86	0.00	0.00	0.00	2.86
NEBRASKA	43.28	34.33	19.40	0.00	0.00	0.00	0.00	2.99
NEVADA	23.81	33.33	23.81	19.05	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	31.25	43.75	18.75	0.00	0.00	0.00	6.25	0.00
NEW JERSEY	19.05	33.33	14.29	4.76	9.52	4.76	0.00	14.29
NEW MEXICO	25.64	23.08	43.59	0.00	0.00	6.41	0.00	1.28
NEW YORK	36.10	15.65	33.23	8.31	2.88	0.32	1.28	2.24
NORTH CAROLINA	40.71	22.12	29.20	1.77	0.00	0.00	0.00	6.19
NORTH DAKOTA	60.00	20.00	0.00	0.00	0.00	0.00	0.00	20.00
OHIO	71.43	18.57	10.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	32.26	37.10	22.58	3.23	0.00	0.00	0.00	4.84
OREGON	43.96	34.07	14.29	1.10	2.20	0.00	0.00	4.40
PENNSYLVANIA	6.70	14.49	21.18	0.78	51.71	0.16	4.83	0.16
PUERTO RICO	22.22	33.33	11.11	11.11	0.00	0.00	0.00	22.22
RHODE ISLAND	52.38	9.52	19.05	0.00	19.05	0.00	0.00	0.00
SOUTH CAROLINA	15.79	36.84	42.11	0.00	0.00	.	0.00	5.26
SOUTH DAKOTA	61.11	22.22	5.56	0.00	0.00	5.56	0.00	5.56
TENNESSEE	34.07	20.88	35.16	1.10	1.10	0.00	0.00	7.69
TEXAS	20.65	40.76	29.89	2.17	0.00	0.00	0.00	6.52
UTAH	30.00	31.54	35.38	3.08	0.00	0.00	0.00	0.00
VERMONT	73.33	6.67	6.67	0.00	6.67	0.00	0.00	6.67
VIRGINIA	31.91	35.11	27.66	0.00	1.06	0.00	0.00	4.26
WASHINGTON	43.33	33.33	20.00	0.00	1.67	0.00	0.00	1.67
WEST VIRGINIA	63.89	22.22	8.33	2.78	0.00	0.00	0.00	2.78
WISCONSIN	23.40	42.55	31.91	0.00	0.00	1.06	0.00	1.06
WYOMING	17.07	48.78	21.95	0.00	2.44	9.76	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	25.00	25.00	50.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	29.78	25.85	27.68	2.51	9.35	0.43	1.74	2.67
50 STATES, D.C. & P.R.	29.77	25.84	27.67	2.51	9.37	0.43	1.74	2.67

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	1,176	2,664	1,016	194	14	103	12	47
ALASKA	231	146	202	3	0	0	1	1
ARIZONA	558	942	1,194	114	78	46	8	25
ARKANSAS	674	1,124	391	19	22	0	80	26
CALIFORNIA	6,046	5,432	7,551	1,072	918	168	67	453
COLORADO	1,348	553	660	181	9	98	17	30
CONNECTICUT	1,474	739	819	158	150	5	58	14
DELAWARE	214	345	75	53	0	0	3	4
DISTRICT OF COLUMBIA	89	196	129	104	106	0	0	0
FLORIDA	471	434	1,085	663	68	57	0	55
GEORGIA	900	1,393	1,922	84	1	240	11	5
HAWAII	241	311	380	7	2	1	2	26
IDAHO	315	208	180	6	11	16	0	9
ILLINOIS	934	3,669	3,139	1,286	708	250	144	124
INDIANA	2,501	1,170	1,656	638	2	55	29	31
IOWA	1,713	779	239	225	.	108	50	3
KANSAS	743	647	480	114	17	48	15	20
KENTUCKY	730	1,528	849	17	9	52	2	22
LOUISIANA	1,203	772	2,325	95	21	244	8	60
MAINE	626	443	235	14	22	2	14	7
MARYLAND	894	991	1,009	553	244	65	101	28
MASSACHUSETTS	3,567	1,018	1,612	387	782	.	321	142
MICHIGAN	2,873	2,335	2,238	1,475	.	45	1	45
MINNESOTA	1,171	808	872	906	15	48	7	14
MISSISSIPPI	335	1,336	939	52	0	80	4	42
MISSOURI	2,016	1,636	1,290	355	41	104	25	40
MONTANA	314	253	169	8	0	8	1	8
NEBRASKA	568	398	479	29	13	17	9	9
NEVADA	228	337	220	97	0	2	5	1
NEW HAMPSHIRE	665	247	138	16	44	2	28	20
NEW JERSEY	2,060	2,661	1,259	1,054	1,107	184	50	166
NEW MEXICO	376	526	800	1	0	27	0	13
NEW YORK	7,392	2,134	7,867	3,823	840	104	382	340
NORTH CAROLINA	1,362	1,433	1,307	284	38	105	31	31
NORTH DAKOTA	370	129	102	2	0	6	6	4
OHIO	5,305	3,097	2,735	365	0	295	0	287
OKLAHOMA	1,375	1,214	515	74	6	42	3	26
OREGON	1,128	465	380	46	33	48	2	29
PENNSYLVANIA	3,289	3,579	2,917	631	398	98	128	61
PUERTO RICO	152	838	1,221	521	132	53	6	276
RHODE ISLAND	472	222	317	22	75	117	38	21
SOUTH CAROLINA	422	1,332	1,081	166	1	.	4	22
SOUTH DAKOTA	249	164	80	14	41	29	55	1
TENNESSEE	1,903	2,180	1,671	187	130	49	21	188
TEXAS	2,085	5,771	10,145	743	23	284	6	323
UTAH	364	303	650	503	0	146	0	16
VERMONT	335	53	77	11	9	3	17	8
VIRGINIA	1,665	2,123	1,734	102	66	305	50	42
WASHINGTON	1,566	1,400	1,290	137	13	53	4	28
WEST VIRGINIA	616	1,189	483	31	0	37	1	11
WISCONSIN	1,200	1,913	1,546	133	4	54	2	25
WYOMING	191	178	97	3	0	17	12	5
AMERICAN SAMOA	4	0	6	0	0	0	0	0
GUAM	31	26	56	5	0	0	1	0
NORTHERN MARIANAS	13	5	4	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	1
VIRGIN ISLANDS	12	0	63	0	0	0	3	3
BUR. OF INDIAN AFFAIRS	107	181	63	14	0	1	3	3
U.S. AND OUTLYING AREAS	68,862	65,970	71,960	17,797	6,213	3,921	1,848	3,241
50 STATES, D.C. & P.R.	68,695	65,758	71,767	17,778	6,213	3,920	1,841	3,234

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	22.50	50.98	19.44	3.71	0.27	1.97	0.23	0.90
ALASKA	39.55	25.00	34.59	0.51	0.00	0.00	0.17	0.17
ARIZONA	18.82	31.77	40.27	3.84	2.63	1.55	0.27	0.84
ARKANSAS	28.85	48.12	16.74	0.81	0.94	0.00	3.42	1.11
CALIFORNIA	27.85	25.02	34.79	4.94	4.23	0.77	0.31	2.09
COLORADO	46.55	19.10	22.79	6.25	0.31	3.38	0.59	1.04
CONNECTICUT	43.14	21.63	23.97	4.62	4.39	0.15	1.70	0.41
DELAWARE	30.84	49.71	10.81	7.64	0.00	0.00	0.43	0.58
DISTRICT OF COLUMBIA	14.26	31.41	20.67	16.67	16.99	0.00	0.00	0.00
FLORIDA	16.63	15.32	38.30	23.40	2.40	2.01	0.00	1.94
GEORGIA	19.75	30.58	42.19	1.84	0.02	5.27	0.24	0.11
HAWAII	24.85	32.06	39.18	0.72	0.21	0.10	0.21	2.68
IDAHO	42.28	27.92	24.16	0.81	1.48	2.15	0.00	1.21
ILLINOIS	9.11	35.78	30.61	12.54	6.90	2.44	1.40	1.21
INDIANA	41.12	19.24	27.23	10.49	0.03	0.90	0.48	0.51
IOWA	54.96	24.99	7.67	7.22	.	3.46	1.60	0.10
KANSAS	35.65	31.05	23.03	5.47	0.82	2.30	0.72	0.96
KENTUCKY	22.75	47.62	26.46	0.53	0.28	1.62	0.06	0.69
LOUISIANA	25.44	16.33	49.18	2.01	0.44	5.16	0.17	1.27
MAINE	45.93	32.50	17.24	1.03	1.61	0.15	1.03	0.51
MARYLAND	23.01	25.51	25.97	14.23	6.28	1.67	2.60	0.72
MASSACHUSETTS	45.56	13.00	20.59	4.94	9.99	.	4.10	1.81
MICHIGAN	31.88	25.91	24.83	16.37	.	0.50	0.01	0.50
MINNESOTA	30.49	21.04	22.70	23.59	0.39	1.25	0.18	0.36
MISSISSIPPI	12.02	47.92	33.68	1.87	0.00	2.87	0.14	1.51
MISSOURI	36.61	29.71	23.42	6.45	0.74	1.89	0.45	0.73
MONTANA	41.26	33.25	22.21	1.05	0.00	1.05	0.13	1.05
NEBRASKA	37.32	26.15	31.47	1.91	0.85	1.12	0.59	0.59
NEVADA	25.62	37.87	24.72	10.90	0.00	0.22	0.56	0.11
NEW HAMPSHIRE	57.33	21.29	11.90	1.38	3.79	0.17	2.41	1.72
NEW JERSEY	24.12	31.16	14.74	12.34	12.96	2.15	0.59	1.94
NEW MEXICO	21.57	30.18	45.90	0.06	0.00	1.55	0.00	0.75
NEW YORK	32.30	9.33	34.38	16.71	3.67	0.45	1.67	1.49
NORTH CAROLINA	29.67	31.21	28.47	6.19	0.83	2.29	0.68	0.68
NORTH DAKOTA	59.77	20.84	16.48	0.32	0.00	0.97	0.97	0.65
OHIO	43.90	25.63	22.63	3.02	0.00	2.44	0.00	2.38
OKLAHOMA	42.24	37.30	15.82	2.27	0.18	1.29	0.09	0.80
OREGON	52.93	21.82	17.83	2.16	1.55	2.25	0.09	1.36
PENNSYLVANIA	29.63	32.24	26.28	5.68	3.59	0.88	1.15	0.55
PUERTO RICO	4.75	26.20	38.17	16.29	4.13	1.66	0.19	8.63
RHODE ISLAND	36.76	17.29	24.69	1.71	5.84	9.11	2.96	1.64
SOUTH CAROLINA	13.94	43.99	35.70	5.48	0.03	.	0.13	0.73
SOUTH DAKOTA	39.34	25.91	12.64	2.21	6.48	4.58	8.69	0.16
TENNESSEE	30.07	34.44	26.40	2.95	2.05	0.77	0.33	2.97
TEXAS	10.76	29.78	52.35	3.83	0.12	1.47	0.03	1.67
UTAH	18.37	15.29	32.80	25.38	0.00	7.37	0.00	0.81
VERMONT	65.30	10.33	15.01	2.14	1.75	0.58	3.31	1.56
VIRGINIA	27.35	34.88	28.49	1.68	1.08	5.01	0.82	0.69
WASHINGTON	34.87	31.17	28.72	3.05	0.29	1.18	0.09	0.62
WEST VIRGINIA	26.01	50.21	20.40	1.31	0.00	1.56	0.04	0.46
WISCONSIN	24.61	39.22	31.70	2.73	0.08	1.11	0.04	0.51
WYOMING	37.97	35.39	19.28	0.60	0.00	3.38	2.39	0.99
AMERICAN SAMOA	40.00	0.00	60.00	0.00	0.00	0.00	0.00	0.00
GUAM	26.05	21.85	47.06	4.20	0.00	0.00	0.84	0.00
NORTHERN MARIANAS	59.09	22.73	18.18	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
VIRGIN ISLANDS	14.81	0.00	77.78	0.00	0.00	0.00	3.70	3.70
BUR. OF INDIAN AFFAIRS	28.76	48.66	16.94	3.76	0.00	0.27	0.81	0.81
U.S. AND OUTLYING AREAS	28.71	27.51	30.01	7.42	2.59	1.64	0.77	1.35
50 STATES, D.C. & P.R.	28.72	27.49	30.00	7.43	2.60	1.64	0.77	1.35

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Table AB6

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SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	894	1,369	79	2	1	0	1	5
ALASKA	190	124	51	1	0	0	1	0
ARIZONA	426	720	419	5	0	0	0	1
ARKANSAS	548	721	76	0	1	0	0	12
CALIFORNIA	4,814	4,145	2,377	18	128	0	8	110
COLORADO	911	387	154	28	0	48	2	4
CONNECTICUT	966	435	161	12	39	1	5	4
DELAWARE	96	238	24	7	0	0	0	0
DISTRICT OF COLUMBIA	70	173	0	0	21	0	0	0
FLORIDA	320	284	423	5	15	2	0	2
GEORGIA	592	572	149	1	0	24	0	0
HAWAII	161	188	98	0	.	.	.	4
IDAHO	240	122	12	0	0	1	0	2
ILLINOIS	627	2,960	1,030	81	22	55	6	9
INDIANA	2,074	822	332	27	0	5	0	11
IOWA	847	386	117	81	.	29	6	1
KANSAS	545	401	78	4	1	1	1	7
KENTUCKY	457	770	64	2	0	0	0	5
LOUISIANA	1,027	551	813	1	3	25	0	18
MAINE	400	254	21	2	0	0	0	1
MARYLAND	681	689	406	36	16	5	3	9
MASSACHUSETTS	2,446	728	604	65	124	.	33	8
MICHIGAN	2,072	1,500	576	63	.	1	0	9
MINNESOTA	716	319	76	163	4	2	2	2
MISSISSIPPI	290	1,083	443	13	0	0	0	15
MISSOURI	1,472	1,282	324	1	9	0	3	10
MONTANA	235	201	44	0	0	0	0	1
NEBRASKA	391	208	48	1	1	1	2	1
NEVADA	179	273	72	10	0	2	0	0
NEW HAMPSHIRE	467	129	48	2	10	0	10	3
NEW JERSEY	1,672	2,092	636	155	208	0	9	55
NEW MEXICO	259	384	335	1	0	0	0	3
NEW YORK	6,180	1,496	5,163	637	60	3	20	30
NORTH CAROLINA	966	777	115	0	0	0	0	3
NORTH DAKOTA	290	45	2	0	0	0	0	0
OHIO	4,084	678	199	21	0	100	0	13
OKLAHOMA	1,184	791	70	4	2	1	0	2
OREGON	756	284	50	21	11	6	0	7
PENNSYLVANIA	2,652	2,325	791	14	0	38	0	4
PUERTO RICO	51	472	166	71	10	7	0	4
RHODE ISLAND	402	178	152	8	13	3	5	4
SOUTH CAROLINA	267	845	158	0	1	.	0	6
SOUTH DAKOTA	207	90	10	0	0	1	0	0
TENNESSEE	1,484	1,474	424	4	21	0	6	61
TEXAS	1,698	4,710	4,665	41	3	0	0	42
UTAH	256	226	207	40	0	22	0	7
VERMONT	170	12	11	0	2	1	1	2
VIRGINIA	1,321	1,365	374	3	8	70	3	10
WASHINGTON	1,042	850	275	47	0	8	1	4
WEST VIRGINIA	514	797	52	0	0	8	0	2
WISCONSIN	813	1,218	221	8	0	3	0	3
WYOMING	140	106	20	0	0	0	3	0
AMERICAN SAMOA	4	0	0	0	0	0	0	0
GUAM	25	23	29	0	0	0	1	0
NORTHERN MARIANAS	13	4	1	0	0	0	0	0
PALAU	0	0	1	0	0	0	0	0
VIRGIN ISLANDS	8	0	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	80	146	35	3	0	0	1	0
U.S. AND OUTLYING AREAS	51,692	43,422	23,284	1,709	734	473	133	516
50 STATES, D.C. & P.R.	51,562	43,249	23,215	1,706	734	473	131	516

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SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	38.03	58.23	3.36	0.09	0.04	0.00	0.04	0.21
ALASKA	51.77	33.79	13.90	0.27	0.00	0.00	0.27	0.00
ARIZONA	27.12	45.83	26.67	0.32	0.00	0.00	0.00	0.06
ARKANSAS	40.35	53.09	5.60	0.00	0.07	0.00	0.00	0.88
CALIFORNIA	41.50	35.73	20.49	0.16	1.10	0.00	0.07	0.95
COLORADO	59.39	25.23	10.04	1.83	0.00	3.13	0.13	0.26
CONNECTICUT	59.52	26.80	9.92	0.74	2.40	0.06	0.31	0.25
DELAWARE	26.30	65.21	6.58	1.92	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	26.52	65.53	0.00	0.00	7.95	0.00	0.00	0.00
FLORIDA	30.45	27.02	40.25	0.48	1.43	0.19	0.00	0.19
GEORGIA	44.25	42.75	11.14	0.07	0.00	1.79	0.00	0.00
HAWAII	35.70	41.69	21.73	0.00	.	.	.	0.89
IDAHO	63.66	32.36	3.18	0.00	0.00	0.27	0.00	0.53
ILLINOIS	13.09	61.80	21.50	1.69	0.46	1.15	0.13	0.19
INDIANA	63.41	25.13	10.15	0.83	0.00	0.15	0.00	0.34
IOWA	57.74	26.31	7.98	5.52	.	1.98	0.41	0.07
KANSAS	52.50	38.63	7.51	0.39	0.10	0.10	0.10	0.67
KENTUCKY	35.21	59.32	4.93	0.15	0.00	0.00	0.00	0.39
LOUISIANA	42.12	22.60	33.35	0.04	0.12	1.03	0.00	0.74
MAINE	59.00	37.46	3.10	0.29	0.00	0.00	0.00	0.15
MARYLAND	36.91	37.34	22.01	1.95	0.87	0.27	0.16	0.49
MASSACHUSETTS	61.03	18.16	15.07	1.62	3.09	.	0.82	0.20
MICHIGAN	49.09	35.54	13.65	1.49	.	0.02	0.00	0.21
MINNESOTA	55.76	24.84	5.92	12.69	0.31	0.16	0.16	0.16
MISSISSIPPI	15.73	58.73	24.02	0.70	0.00	0.00	0.00	0.81
MISSOURI	47.47	41.34	10.45	0.03	0.29	0.00	0.10	0.32
MONTANA	48.86	41.79	9.15	0.00	0.00	0.00	0.00	0.21
NEBRASKA	59.88	31.85	7.35	0.15	0.15	0.15	0.31	0.15
NEVADA	33.40	50.93	13.43	1.87	0.00	0.37	0.00	0.00
NEW HAMPSHIRE	69.81	19.28	7.17	0.30	1.49	0.00	1.49	0.45
NEW JERSEY	34.64	43.34	13.18	3.21	4.31	0.00	0.19	1.14
NEW MEXICO	26.37	39.10	34.11	0.10	0.00	0.00	0.00	0.31
NEW YORK	45.48	11.01	37.99	4.69	0.44	0.02	0.15	0.22
NORTH CAROLINA	51.91	41.75	6.18	0.00	0.00	0.00	0.00	0.16
NORTH DAKOTA	86.05	13.35	0.59	0.00	0.00	0.00	0.00	0.00
OHIO	80.16	13.31	3.91	0.41	0.00	1.96	0.00	0.26
OKLAHOMA	57.64	38.51	3.41	0.19	0.10	0.05	0.00	0.10
OREGON	66.61	25.02	4.41	1.85	0.97	0.53	0.00	0.62
PENNSYLVANIA	45.54	39.92	13.58	0.24	0.00	0.65	0.00	0.07
PUERTO RICO	6.53	60.44	21.25	9.09	1.28	0.90	0.00	0.51
RHODE ISLAND	52.55	23.27	19.87	1.05	1.70	0.39	0.65	0.52
SOUTH CAROLINA	20.91	66.17	12.37	0.00	0.08	.	0.00	0.47
SOUTH DAKOTA	67.21	29.22	3.25	0.00	0.00	0.32	0.00	0.00
TENNESSEE	42.72	42.43	12.20	0.12	0.60	0.00	0.17	1.76
TEXAS	15.22	42.21	41.80	0.37	0.03	0.00	0.00	0.38
UTAH	33.77	29.82	27.31	5.28	0.00	2.90	0.00	0.92
VERMONT	85.43	6.03	5.53	0.00	1.01	0.50	0.50	1.01
VIRGINIA	41.88	43.28	11.86	0.10	0.25	2.22	0.10	0.32
WASHINGTON	46.79	38.17	12.35	2.11	0.00	0.36	0.04	0.18
WEST VIRGINIA	37.44	58.05	3.79	0.00	0.00	0.58	0.00	0.15
WISCONSIN	35.88	53.75	9.75	0.35	0.00	0.13	0.00	0.13
WYOMING	52.04	39.41	7.43	0.00	0.00	0.00	1.12	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	32.05	29.49	37.18	0.00	0.00	0.00	1.28	0.00
NORTHERN MARIANAS	72.22	22.22	5.56	0.00	0.00	0.00	0.00	0.00
PALAU	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
VIRGIN ISLANDS	72.73	0.00	27.27	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	30.19	55.09	13.21	1.13	0.00	0.00	0.38	0.00
U.S. AND OUTLYING AREAS	42.38	35.60	19.09	1.40	0.60	0.39	0.11	0.42
50 STATES, D.C. & P.R.	42.41	35.57	19.09	1.40	0.60	0.39	0.11	0.42

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	22	3	1	0	0	0	0	2
ALASKA	4	2	4	1	0	0	0	0
ARIZONA	13	6	3	0	0	0	0	0
ARKANSAS	12	4	1	0	0	0	0	0
CALIFORNIA	443	156	104	3	4	0	0	4
COLORADO	54	5	5	2	0	0	0	1
CONNECTICUT	33	16	8	2	3	0	0	0
DELAWARE	1	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	4	0	0	0	0	0	0	0
FLORIDA	44	10	4	0	2	0	0	0
GEORGIA	18	2	1	0	0	0	0	0
HAWAII	9	1	2	0	.	.	.	1
IDAHO	7	2	0	0	0	0	0	0
ILLINOIS	101	11	19	3	2	0	0	0
INDIANA	30	2	0	1	0	2	0	0
IOWA	25	11	3	0	0	0	1	0
KANSAS	10	1	0	0	0	0	0	0
KENTUCKY	10	1	0	0	0	0	0	0
LOUISIANA	28	15	34	0	1	0	0	1
MAINE	54	21	4	0	0	0	0	0
MARYLAND	58	77	56	17	5	1	0	0
MASSACHUSETTS	828	68	126	7	18	.	13	6
MICHIGAN	55	19	5	5	.	0	0	0
MINNESOTA	29	13	1	4	1	0	1	0
MISSISSIPPI	21	9	7	0	0	0	0	0
MISSOURI	219	20	10	0	3	0	0	2
MONTANA	13	1	1	0	0	0	0	0
NEBRASKA	36	7	3	0	1	1	0	0
NEVADA	1	2	1	0	0	0	0	0
NEW HAMPSHIRE	46	30	9	1	0	1	2	1
NEW JERSEY	128	38	14	3	36	0	0	0
NEW MEXICO	44	57	62	0	0	0	0	2
NEW YORK	132	45	79	29	1	0	1	1
NORTH CAROLINA	75	2	2	0	0	0	0	0
NORTH DAKOTA	20	3	0	0	0	0	0	0
OHIO	63	0	0	0	0	3	0	0
OKLAHOMA	11	4	0	0	1	0	0	0
OREGON	71	28	12	2	0	0	0	2
PENNSYLVANIA	77	3	4	0	0	0	0	0
PUERTO RICO	10	9	2	1	0	0	0	3
RHODE ISLAND	17	14	0	0	2	0	0	0
SOUTH CAROLINA	24	3	0	0	0	.	0	0
SOUTH DAKOTA	7	1	0	0	0	0	0	0
TENNESSEE	101	55	40	0	2	0	0	2
TEXAS	57	26	27	1	0	0	0	0
UTAH	9	6	5	1	0	0	0	0
VERMONT	19	6	5	0	0	0	0	0
VIRGINIA	28	21	3	0	0	1	0	0
WASHINGTON	12	1	0	0	0	0	1	0
WEST VIRGINIA	13	2	0	0	0	0	0	0
WISCONSIN	77	9	0	0	0	0	0	0
WYOMING	20	15	2	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	7	6	0	0	0	0	0	1
U.S. AND OUTLYING AREAS	3,251	869	669	83	82	9	19	29
50 STATES, D.C. & P.R.	3,243	863	669	83	82	9	19	28

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	78.57	10.71	3.57	0.00	0.00	0.00	0.00	7.14
ALASKA	36.36	18.18	36.36	9.09	0.00	0.00	0.00	0.00
ARIZONA	59.09	27.27	13.64	0.00	0.00	0.00	0.00	0.00
ARKANSAS	70.59	23.53	5.88	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	62.04	21.85	14.57	0.42	0.56	0.00	0.00	0.56
COLORADO	80.60	7.46	7.46	2.99	0.00	0.00	0.00	1.49
CONNECTICUT	53.23	25.81	12.90	3.23	4.84	0.00	0.00	0.00
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	73.33	16.67	6.67	0.00	3.33	0.00	0.00	0.00
GEORGIA	85.71	9.52	4.76	0.00	0.00	0.00	0.00	0.00
HAWAII	69.23	7.69	15.38	0.00	.	.	.	7.69
IDAHO	77.78	22.22	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	74.26	8.09	13.97	2.21	1.47	0.00	0.00	0.00
INDIANA	85.71	5.71	0.00	2.86	0.00	5.71	0.00	0.00
IOWA	62.50	27.50	7.50	0.00	.	0.00	2.50	0.00
KANSAS	90.91	9.09	0.00	0.00	0.00	0.00	0.00	0.00
KENTUCKY	90.91	9.09	0.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	35.44	18.99	43.04	0.00	1.27	0.00	0.00	1.27
MAINE	68.35	26.58	5.06	0.00	0.00	0.00	0.00	0.00
MARYLAND	27.10	35.98	26.17	7.94	2.34	0.47	0.00	0.00
MASSACHUSETTS	77.67	6.38	11.82	0.66	1.69	.	1.22	0.56
MICHIGAN	65.48	22.62	5.95	5.95	.	0.00	0.00	0.00
MINNESOTA	59.18	26.53	2.04	8.16	2.04	0.00	2.04	0.00
MISSISSIPPI	56.76	24.32	18.92	0.00	0.00	0.00	0.00	0.00
MISSOURI	86.22	7.87	3.94	0.00	1.18	0.00	0.00	0.79
MONTANA	86.67	6.67	6.67	0.00	0.00	0.00	0.00	0.00
NEBRASKA	75.00	14.58	6.25	0.00	2.08	2.08	0.00	0.00
NEVADA	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	51.11	33.33	10.00	1.11	0.00	1.11	2.22	1.11
NEW JERSEY	58.45	17.35	6.39	1.37	16.44	0.00	0.00	0.00
NEW MEXICO	26.67	34.55	37.58	0.00	0.00	0.00	0.00	1.21
NEW YORK	45.83	15.63	27.43	10.07	0.35	0.00	0.35	0.35
NORTH CAROLINA	94.94	2.53	2.53	0.00	0.00	0.00	0.00	0.00
NORTH DAKOTA	86.96	13.04	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	95.45	0.00	0.00	0.00	0.00	4.55	0.00	0.00
OKLAHOMA	68.75	25.00	0.00	0.00	6.25	0.00	0.00	0.00
OREGON	61.74	24.35	10.43	1.74	0.00	0.00	0.00	1.74
PENNSYLVANIA	91.67	3.57	4.76	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	40.00	36.00	8.00	4.00	0.00	0.00	0.00	12.00
RHODE ISLAND	51.52	42.42	0.00	0.00	6.06	0.00	0.00	0.00
SOUTH CAROLINA	88.89	11.11	0.00	0.00	0.00	.	0.00	0.00
SOUTH DAKOTA	87.50	12.50	0.00	0.00	0.00	0.00	0.00	0.00
TENNESSEE	50.50	27.50	20.00	0.00	1.00	0.00	0.00	1.00
TEXAS	51.35	23.42	24.32	0.90	0.00	0.00	0.00	0.00
UTAH	42.86	28.57	23.81	4.76	0.00	0.00	0.00	0.00
VERMONT	63.33	20.00	16.67	0.00	0.00	0.00	0.00	0.00
VIRGINIA	52.83	39.62	5.66	0.00	0.00	1.89	0.00	0.00
WASHINGTON	85.71	7.14	0.00	0.00	0.00	0.00	7.14	0.00
WEST VIRGINIA	86.67	13.33	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	89.53	10.47	0.00	0.00	0.00	0.00	0.00	0.00
WYOMING	54.05	40.54	5.41	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	50.00	42.86	0.00	0.00	0.00	0.00	0.00	7.14
U.S. AND OUTLYING AREAS	64.88	17.34	13.35	1.66	1.64	0.18	0.38	0.58
50 STATES, D.C. & P.R.	64.91	17.27	13.39	1.66	1.64	0.18	0.38	0.56

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	142	1,156	769	152	6	14	0	19
ALASKA	9	12	66	0	0	0	0	1
ARIZONA	30	86	511	54	19	0	2	2
ARKANSAS	86	347	260	5	16	0	53	7
CALIFORNIA	106	571	2,934	634	132	0	4	184
COLORADO	80	68	214	4	4	3	0	1
CONNECTICUT	21	108	285	57	23	0	7	1
DELAWARE	11	59	46	34	0	0	2	0
DISTRICT OF COLUMBIA	12	10	99	60	45	0	0	0
FLORIDA	70	61	411	569	41	43	0	10
GEORGIA	97	529	1,498	35	1	144	6	3
HAWAII	10	54	162	2	.	.	2	.
IDAHO	35	65	125	4	8	0	0	4
ILLINOIS	63	218	1,486	731	303	20	54	1
INDIANA	150	263	1,038	424	0	6	2	7
IOWA	551	251	77	101	.	9	15	2
KANSAS	33	125	290	37	11	8	12	2
KENTUCKY	192	630	605	4	5	1	0	13
LOUISIANA	14	100	1,046	72	14	118	7	19
MAINE	14	53	91	2	6	0	1	1
MARYLAND	22	89	273	255	42	3	9	1
MASSACHUSETTS	112	136	457	31	64	.	41	6
MICHIGAN	206	357	1,112	896	.	2	1	10
MINNESOTA	118	259	687	433	3	6	1	6
MISSISSIPPI	10	207	401	20	0	36	1	11
MISSOURI	125	157	736	319	7	7	3	17
MONTANA	17	30	73	0	0	0	0	0
NEBRASKA	67	115	290	18	4	9	4	3
NEVADA	10	28	103	47	0	0	1	0
NEW HAMPSHIRE	39	34	44	4	7	0	0	6
NEW JERSEY	7	116	277	232	174	45	7	12
NEW MEXICO	20	30	229	0	0	0	0	1
NEW YORK	184	199	966	1,571	99	2	28	13
NORTH CAROLINA	101	481	919	210	26	20	7	11
NORTH DAKOTA	17	60	93	1	0	3	1	2
OHIO	814	1,888	788	33	0	100	0	24
OKLAHOMA	111	347	285	18	2	0	0	2
OREGON	112	92	262	15	3	4	1	5
PENNSYLVANIA	196	844	1,543	424	33	9	18	13
PUERTO RICO	62	272	914	387	97	40	1	81
RHODE ISLAND	0	5	117	1	25	0	4	1
SOUTH CAROLINA	80	325	806	127	0	.	2	12
SOUTH DAKOTA	16	53	52	6	28	7	28	0
TENNESSEE	94	521	864	113	50	1	7	3
TEXAS	26	293	3,196	366	11	116	1	43
UTAH	30	30	248	199	0	6	0	3
VERMONT	66	18	47	7	2	0	3	1
VIRGINIA	54	451	1,009	46	7	53	13	7
WASHINGTON	119	214	469	42	2	2	0	0
WEST VIRGINIA	40	327	385	23	0	4	0	3
WISCONSIN	53	261	957	60	1	20	2	7
WYOMING	2	25	57	2	0	12	2	0
AMERICAN SAMOA	0	0	6	0	0	0	0	0
GUAM	2	1	23	2	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	2	0	40	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	15	13	8	0	0	0	0
U.S. AND OUTLYING AREAS	4,662	13,047	30,754	8,897	1,321	873	353	581
50 STATES, D.C. & P.R.	4,656	13,030	30,672	8,887	1,321	873	353	581

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6.29	51.20	34.06	6.73	0.27	0.62	0.00	0.84
ALASKA	10.23	13.64	75.00	0.00	0.00	0.00	0.00	1.14
ARIZONA	4.26	12.22	72.59	7.67	2.70	0.00	0.28	0.28
ARKANSAS	11.11	44.83	33.59	0.65	2.07	0.00	6.85	0.90
CALIFORNIA	2.32	12.51	64.27	13.89	2.89	0.00	0.09	4.03
COLORADO	21.39	18.18	57.22	1.07	1.07	0.80	0.00	0.27
CONNECTICUT	4.18	21.51	56.77	11.35	4.58	0.00	1.39	0.20
DELAWARE	7.24	38.82	30.26	22.37	0.00	0.00	1.32	0.00
DISTRICT OF COLUMBIA	5.31	4.42	43.81	26.55	19.91	0.00	0.00	0.00
FLORIDA	5.81	5.06	34.11	47.22	3.40	3.57	0.00	0.83
GEORGIA	4.19	22.87	64.76	1.51	0.04	6.23	0.26	0.13
HAWAII	4.35	23.48	70.43	0.87	.	.	0.87	.
IDAHO	14.52	26.97	51.87	1.66	3.32	0.00	0.00	1.66
ILLINOIS	2.19	7.58	51.67	25.42	10.54	0.70	1.88	0.03
INDIANA	7.94	13.92	54.92	22.43	0.00	0.32	0.11	0.37
IOWA	54.77	24.95	7.65	10.04	.	0.89	1.49	0.20
KANSAS	6.37	24.13	55.98	7.14	2.12	1.54	2.32	0.39
KENTUCKY	13.24	43.45	41.72	0.28	0.34	0.07	0.00	0.90
LOUISIANA	1.01	7.19	75.25	5.18	1.01	8.49	0.50	1.37
MAINE	8.33	31.55	54.17	1.19	3.57	0.00	0.60	0.60
MARYLAND	3.17	12.82	39.34	36.74	6.05	0.43	1.30	0.14
MASSACHUSETTS	13.22	16.06	53.96	3.66	7.56	.	4.84	0.71
MICHIGAN	7.97	13.82	43.03	34.67	.	0.08	0.04	0.39
MINNESOTA	7.80	17.12	45.41	28.62	0.20	0.40	0.07	0.40
MISSISSIPPI	1.46	30.17	58.45	2.92	0.00	5.25	0.15	1.60
MISSOURI	9.12	11.45	53.68	23.27	0.51	0.51	0.22	1.24
MONTANA	14.17	25.00	60.83	0.00	0.00	0.00	0.00	0.00
NEBRASKA	13.14	22.55	56.86	3.53	0.78	1.76	0.78	0.59
NEVADA	5.29	14.81	54.50	24.87	0.00	0.00	0.53	0.00
NEW HAMPSHIRE	29.10	25.37	32.84	2.99	5.22	0.00	0.00	4.48
NEW JERSEY	0.80	13.33	31.84	26.67	20.00	5.47	0.80	1.38
NEW MEXICO	7.14	10.71	81.79	0.00	0.00	0.00	0.00	0.36
NEW YORK	6.01	6.50	31.55	51.31	3.23	0.07	0.91	0.42
NORTH CAROLINA	5.69	27.10	51.77	11.83	1.46	1.13	0.39	0.62
NORTH DAKOTA	9.60	33.90	52.54	0.56	0.00	1.69	0.56	1.13
OHIO	22.32	51.77	21.61	0.90	0.00	2.74	0.00	0.66
OKLAHOMA	14.51	45.36	37.25	2.35	0.26	0.00	0.00	0.26
OREGON	22.67	18.62	53.04	3.04	0.61	0.81	0.20	1.01
PENNSYLVANIA	6.36	27.40	50.10	13.77	1.07	0.29	0.58	0.42
PUERTO RICO	3.34	14.67	49.30	20.87	5.23	2.16	0.05	4.37
RHODE ISLAND	0.00	3.27	76.47	0.65	16.34	0.00	2.61	0.65
SOUTH CAROLINA	5.92	24.04	59.62	9.39	0.00	.	0.15	0.89
SOUTH DAKOTA	8.42	27.89	27.37	3.16	14.74	3.68	14.74	0.00
TENNESSEE	5.69	31.52	52.27	6.84	3.02	0.06	0.42	0.18
TEXAS	0.64	7.23	78.87	9.03	0.27	2.86	0.02	1.06
UTAH	5.81	5.81	48.06	38.57	0.00	1.16	0.00	0.58
VERMONT	45.83	12.50	32.64	4.86	1.39	0.00	2.08	0.69
VIRGINIA	3.29	27.50	61.52	2.80	0.43	3.23	0.79	0.43
WASHINGTON	14.03	25.24	55.31	4.95	0.24	0.24	0.00	0.00
WEST VIRGINIA	5.12	41.82	49.23	2.94	0.00	0.51	0.00	0.38
WISCONSIN	3.89	19.18	70.32	4.41	0.07	1.47	0.15	0.51
WYOMING	2.00	25.00	57.00	2.00	0.00	12.00	2.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	7.14	3.57	82.14	7.14	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	4.76	0.00	95.24	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	5.26	39.47	34.21	21.05	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	7.71	21.57	50.84	14.71	2.18	1.44	0.58	0.96
50 STATES, D.C. & P.R.	7.71	21.58	50.80	14.72	2.19	1.45	0.58	0.96

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

EMOTIONAL DISTURBANCE

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	62	86	34	2	1	9	4	2
ALASKA	15	2	15	1	0	0	0	0
ARIZONA	22	72	89	21	17	1	2	5
ARKANSAS	1	6	7	0	2	0	0	1
CALIFORNIA	182	167	400	36	442	0	44	76
COLORADO	153	48	58	79	0	26	11	9
CONNECTICUT	379	130	258	34	46	2	23	4
DELAWARE	101	10	0	6	0	0	1	0
DISTRICT OF COLUMBIA	0	9	29	12	30	0	0	0
FLORIDA	7	55	116	30	4	3	0	7
GEORGIA	126	215	169	19	0	29	4	1
HAWAII	42	43	60	0	1	1	.	18
IDAHO	9	1	9	2	1	0	0	1
ILLINOIS	81	351	361	415	343	87	75	5
INDIANA	136	61	131	31	2	15	14	8
IOWA	184	84	26	16	0	43	20	0
KANSAS	78	65	29	22	3	19	0	3
KENTUCKY	17	59	42	10	0	1	2	1
LOUISIANA	38	36	120	9	3	25	0	7
MAINE	98	74	40	4	11	0	8	1
MARYLAND	70	58	71	51	113	14	26	9
MASSACHUSETTS	93	51	271	240	392	.	80	19
MICHIGAN	262	276	179	104	.	8	0	5
MINNESOTA	208	155	45	228	1	13	3	5
MISSISSIPPI	0	2	7	1	0	0	1	1
MISSOURI	90	84	115	3	16	10	11	4
MONTANA	20	7	10	6	0	0	1	2
NEBRASKA	26	33	49	1	4	0	1	1
NEVADA	18	20	14	5	0	0	0	0
NEW HAMPSHIRE	63	30	13	0	19	1	7	3
NEW JERSEY	151	242	172	280	338	28	5	55
NEW MEXICO	29	23	62	0	0	2	0	2
NEW YORK	543	217	1,016	672	165	11	106	240
NORTH CAROLINA	71	81	61	12	0	0	0	4
NORTH DAKOTA	23	13	3	0	0	1	2	0
OHIO	94	148	104	161	0	34	0	38
OKLAHOMA	17	34	37	1	1	2	1	4
OREGON	91	29	24	7	14	1	0	9
PENNSYLVANIA	236	341	249	94	162	46	32	34
PUERTO RICO	3	6	10	10	3	0	0	7
RHODE ISLAND	35	16	32	1	18	114	23	3
SOUTH CAROLINA	14	81	57	10	0	.	2	2
SOUTH DAKOTA	7	7	5	1	1	0	1	0
TENNESSEE	48	43	47	7	12	1	8	6
TEXAS	135	338	715	58	0	2	1	25
UTAH	35	26	48	35	0	58	0	2
VERMONT	52	9	5	3	3	2	5	4
VIRGINIA	153	195	159	31	42	103	17	17
WASHINGTON	73	79	57	8	5	1	1	8
WEST VIRGINIA	30	34	31	0	0	4	1	4
WISCONSIN	190	380	255	47	3	14	0	6
WYOMING	13	18	8	1	0	2	2	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	1	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	1
VIRGIN ISLANDS	0	0	12	0	0	0	2	0
BUR. OF INDIAN AFFAIRS	10	9	10	0	0	0	1	0
U.S. AND OUTLYING AREAS	4,635	4,660	5,947	2,827	2,218	733	548	671
50 STATES, D.C. & P.R.	4,624	4,650	5,924	2,827	2,218	733	545	670

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

EMOTIONAL DISTURBANCE

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	31.00	43.00	17.00	1.00	0.50	4.50	2.00	1.00
ALASKA	45.45	6.06	45.45	3.03	0.00	0.00	0.00	0.00
ARIZONA	9.61	31.44	38.86	9.17	7.42	0.44	0.87	2.18
ARKANSAS	5.88	35.29	41.18	0.00	11.76	0.00	0.00	5.88
CALIFORNIA	13.51	12.40	29.70	2.67	32.81	0.00	3.27	5.64
COLORADO	39.84	12.50	15.10	20.57	0.00	6.77	2.86	2.34
CONNECTICUT	43.26	14.84	29.45	3.88	5.25	0.23	2.63	0.46
DELAWARE	85.59	8.47	0.00	5.08	0.00	0.00	0.85	0.00
DISTRICT OF COLUMBIA	0.00	11.25	36.25	15.00	37.50	0.00	0.00	0.00
FLORIDA	3.15	24.77	52.25	13.51	1.80	1.35	0.00	3.15
GEORGIA	22.38	38.19	30.02	3.37	0.00	5.15	0.71	0.18
HAWAII	25.45	26.06	36.36	0.00	0.61	0.61	.	10.91
IDAHO	39.13	4.35	39.13	8.70	4.35	0.00	0.00	4.35
ILLINOIS	4.71	20.43	21.01	24.16	19.97	5.06	4.37	0.29
INDIANA	34.17	15.33	32.91	7.79	0.50	3.77	3.52	2.01
IOWA	49.33	22.52	6.97	4.29	.	11.53	5.36	0.00
KANSAS	35.62	29.68	13.24	10.05	1.37	8.68	0.00	1.37
KENTUCKY	12.88	44.70	31.82	7.58	0.00	0.76	1.52	0.76
LOUISIANA	15.97	15.13	50.42	3.78	1.26	10.50	0.00	2.94
MAINE	41.53	31.36	16.95	1.69	4.66	0.00	3.39	0.42
MARYLAND	16.99	14.08	17.23	12.38	27.43	3.40	6.31	2.18
MASSACHUSETTS	8.12	4.45	23.65	20.94	34.21	.	6.98	1.66
MICHIGAN	31.41	33.09	21.46	12.47	.	0.96	0.00	0.60
MINNESOTA	31.61	23.56	6.84	34.65	0.15	1.98	0.46	0.76
MISSISSIPPI	0.00	16.67	58.33	8.33	0.00	0.00	8.33	8.33
MISSOURI	27.03	25.23	34.53	0.90	4.80	3.00	3.30	1.20
MONTANA	43.48	15.22	21.74	13.04	0.00	0.00	2.17	4.35
NEBRASKA	22.61	28.70	42.61	0.87	3.48	0.00	0.87	0.87
NEVADA	31.58	35.09	24.56	8.77	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	46.32	22.06	9.56	0.00	13.97	0.74	5.15	2.21
NEW JERSEY	11.88	19.04	13.53	22.03	26.59	2.20	0.39	4.33
NEW MEXICO	24.58	19.49	52.54	0.00	0.00	1.69	0.00	1.69
NEW YORK	18.28	7.31	34.21	22.63	5.56	0.37	3.57	8.08
NORTH CAROLINA	31.00	35.37	26.64	5.24	0.00	0.00	0.00	1.75
NORTH DAKOTA	54.76	30.95	7.14	0.00	0.00	2.38	4.76	0.00
OHIO	16.23	25.56	17.96	27.81	0.00	5.87	0.00	6.56
OKLAHOMA	17.53	35.05	38.14	1.03	1.03	2.06	1.03	4.12
OREGON	52.00	16.57	13.71	4.00	8.00	0.57	0.00	5.14
PENNSYLVANIA	19.77	28.56	20.85	7.87	13.57	3.85	2.68	2.85
PUERTO RICO	7.69	15.38	25.64	25.64	7.69	0.00	0.00	17.95
RHODE ISLAND	14.46	6.61	13.22	0.41	7.44	47.11	9.50	1.24
SOUTH CAROLINA	8.43	48.80	34.34	6.02	0.00	.	1.20	1.20
SOUTH DAKOTA	31.82	31.82	22.73	4.55	4.55	0.00	4.55	0.00
TENNESSEE	27.91	25.00	27.33	4.07	6.98	0.58	4.65	3.49
TEXAS	10.60	26.53	56.12	4.55	0.00	0.16	0.08	1.96
UTAH	17.16	12.75	23.53	17.16	0.00	28.43	0.00	0.98
VERMONT	62.65	10.84	6.02	3.61	3.61	2.41	6.02	4.82
VIRGINIA	21.34	27.20	22.18	4.32	5.86	14.37	2.37	2.37
WASHINGTON	31.47	34.05	24.57	3.45	2.16	0.43	0.43	3.45
WEST VIRGINIA	28.85	32.69	29.81	0.00	0.00	3.85	0.96	3.85
WISCONSIN	21.23	42.46	28.49	5.25	0.34	1.56	0.00	0.67
WYOMING	28.26	39.13	17.39	2.17	0.00	4.35	4.35	4.35
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
VIRGIN ISLANDS	0.00	0.00	85.71	0.00	0.00	0.00	14.29	0.00
BUR. OF INDIAN AFFAIRS	33.33	30.00	33.33	0.00	0.00	0.00	3.33	0.00
U.S. AND OUTLYING AREAS	20.84	20.95	26.74	12.71	9.97	3.30	2.46	3.02
50 STATES, D.C. & P.R.	20.84	20.95	26.70	12.74	10.00	3.30	2.46	3.02

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	3	8	92	23	6	17	1	6
ALASKA	1	0	47	0	0	0	0	0
ARIZONA	6	7	96	19	30	15	3	7
ARKANSAS	3	11	30	2	2	0	6	4
CALIFORNIA	24	54	507	161	84	13	7	7
COLORADO	52	19	181	57	5	3	3	6
CONNECTICUT	2	16	70	32	13	2	7	2
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	0	27	1	1	0	0	0
IDAHO	4	1	23	0	0	3	0	2
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	2	2	62	84	0	7	4	1
IOWA	31	14	5	22	.	4	2	0
KANSAS	16	15	47	21	1	17	2	4
KENTUCKY	6	18	116	0	3	0	0	2
LOUISIANA	0	2	110	7	0	17	1	7
MAINE	20	24	67	5	4	0	2	3
MARYLAND	22	48	163	166	46	7	49	6
MASSACHUSETTS	12	15	70	25	91	0	58	19
MICHIGAN	6	5	123	243	.	2	0	9
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0	0	23	13	0	20	1	5
MISSOURI	5	10	30	2	1	7	1	2
MONTANA	11	5	30	1	0	0	0	1
NEBRASKA	2	2	50	6	1	2	2	1
NEVADA	2	0	20	34	0	0	2	0
NEW HAMPSHIRE	9	5	8	5	5	0	4	2
NEW JERSEY	58	134	111	332	287	52	25	30
NEW MEXICO	1	9	53	0	0	11	0	2
NEW YORK	70	79	428	629	301	48	156	34
NORTH CAROLINA	0	5	78	37	9	35	24	1
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	48	275	1,551	124	0	0	0	15
OKLAHOMA	3	13	100	43	0	17	1	15
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	9	4	143	49	0	5	0	5
PUERTO RICO	3	6	61	19	3	5	2	143
RHODE ISLAND	0	0	4	0	6	0	3	0
SOUTH CAROLINA	0	7	11	14	0	.	0	0
SOUTH DAKOTA	0	8	12	2	10	11	18	1
TENNESSEE	4	9	160	31	33	14	0	20
TEXAS	11	37	511	128	4	35	1	19
UTAH	5	2	98	198	0	18	0	2
VERMONT	9	2	4	0	0	0	1	0
VIRGINIA	5	21	96	11	3	33	5	2
WASHINGTON	34	44	347	26	3	8	0	4
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	3	0	0	0	0
NORTHERN MARIANAS	0	0	3	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	2	0	0	0	1	1
BUR. OF INDIAN AFFAIRS	7	1	5	2	0	0	0	2
U.S. AND OUTLYING AREAS	507	937	5,775	2,577	952	428	392	392
50 STATES, D.C. & P.R.	499	936	5,765	2,572	952	428	391	389

Please see data notes for an explanation of individual State differences.

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

MULTIPLE DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	1.92	5.13	58.97	14.74	3.85	10.90	0.64	3.85
ALASKA	2.08	0.00	97.92	0.00	0.00	0.00	0.00	0.00
ARIZONA	3.28	3.83	52.46	10.38	16.39	8.20	1.64	3.83
ARKANSAS	5.17	18.97	51.72	3.45	3.45	0.00	10.34	6.90
CALIFORNIA	2.80	6.30	59.16	18.79	9.80	1.52	0.82	0.82
COLORADO	15.95	5.83	55.52	17.48	1.53	0.92	0.92	1.84
CONNECTICUT	1.39	11.11	48.61	22.22	9.03	1.39	4.86	1.39
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	0.00	93.10	3.45	3.45	.	.	.
IDAHO	12.12	3.03	69.70	0.00	0.00	9.09	0.00	6.06
ILLINOIS	.	.	.	.	.	.	.	.
INDIANA	1.23	1.23	38.27	51.85	0.00	4.32	2.47	0.62
IOWA	39.74	17.95	6.41	28.21	.	5.13	2.56	0.00
KANSAS	13.01	12.20	38.21	17.07	0.81	13.82	1.63	3.25
KENTUCKY	4.14	12.41	80.00	0.00	2.07	0.00	0.00	1.38
LOUISIANA	0.00	1.39	76.39	4.86	0.00	11.81	0.69	4.86
MAINE	16.00	19.20	53.60	4.00	3.20	0.00	1.60	2.40
MARYLAND	4.34	9.47	32.15	32.74	9.07	1.38	9.66	1.18
MASSACHUSETTS	4.14	5.17	24.14	8.62	31.38	.	20.00	6.55
MICHIGAN	1.55	1.29	31.70	62.63	.	0.52	0.00	2.32
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.00	0.00	37.10	20.97	0.00	32.26	1.61	8.06
MISSOURI	8.62	17.24	51.72	3.45	1.72	12.07	1.72	3.45
MONTANA	22.92	10.42	62.50	2.08	0.00	0.00	0.00	2.08
NEBRASKA	3.03	3.03	75.76	9.09	1.52	3.03	3.03	1.52
NEVADA	3.45	0.00	34.48	58.62	0.00	0.00	3.45	0.00
NEW HAMPSHIRE	23.68	13.16	21.05	13.16	13.16	0.00	10.53	5.26
NEW JERSEY	5.64	13.02	10.79	32.26	27.89	5.05	2.43	2.92
NEW MEXICO	1.32	11.84	69.74	0.00	0.00	14.47	0.00	2.63
NEW YORK	4.01	4.53	24.53	36.05	17.25	2.75	8.94	1.95
NORTH CAROLINA	0.00	2.65	41.27	19.58	4.76	18.52	12.70	0.53
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	2.38	13.66	77.05	6.16	0.00	0.00	0.00	0.75
OKLAHOMA	1.56	6.77	52.08	22.40	0.00	8.85	0.52	7.81
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	4.19	1.86	66.51	22.79	0.00	2.33	0.00	2.33
PUERTO RICO	1.24	2.48	25.21	7.85	1.24	2.07	0.83	59.09
RHODE ISLAND	0.00	0.00	30.77	0.00	46.15	0.00	23.08	0.00
SOUTH CAROLINA	0.00	21.88	34.38	43.75	0.00	.	0.00	0.00
SOUTH DAKOTA	0.00	12.90	19.35	3.23	16.13	17.74	29.03	1.61
TENNESSEE	1.48	3.32	59.04	11.44	12.18	5.17	0.00	7.38
TEXAS	1.47	4.96	68.50	17.16	0.54	4.69	0.13	2.55
UTAH	1.55	0.62	30.34	61.30	0.00	5.57	0.00	0.62
VERMONT	56.25	12.50	25.00	0.00	0.00	0.00	6.25	0.00
VIRGINIA	2.84	11.93	54.55	6.25	1.70	18.75	2.84	1.14
WASHINGTON	7.30	9.44	74.46	5.58	0.64	1.72	0.00	0.86
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	25.00	0.00	0.00	75.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	50.00	0.00	0.00	0.00	25.00	25.00
BUR. OF INDIAN AFFAIRS	41.18	5.88	29.41	11.76	0.00	0.00	0.00	11.76
U.S. AND OUTLYING AREAS	4.24	7.83	48.29	21.55	7.96	3.58	3.28	3.28
50 STATES, D.C. & P.R.	4.18	7.84	48.32	21.56	7.98	3.59	3.28	3.26

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

HEARING IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	20	18	4	2	0	45	0	0
ALASKA	2	1	8	0	0	0	0	0
ARIZONA	22	22	3	8	0	16	1	0
ARKANSAS	8	9	0	8	0	0	14	0
CALIFORNIA	96	74	185	17	12	117	1	2
COLORADO	33	4	8	5	0	9	0	0
CONNECTICUT	12	9	5	6	17	0	5	0
DELAWARE	1	9	0	1	0	0	0	0
DISTRICT OF COLUMBIA	3	2	1	1	0	0	0	0
FLORIDA	8	7	24	3	0	6	0	0
GEORGIA	12	20	13	19	0	22	0	0
HAWAII	5	14	6	4	.	.	.	.
IDAHO	4	2	0	0	0	12	0	0
ILLINOIS	25	51	64	3	2	45	3	0
INDIANA	29	7	18	14	0	7	1	0
IOWA	23	10	3	1	.	10	1	0
KANSAS	12	6	4	23	0	0	0	0
KENTUCKY	13	14	3	0	1	39	0	0
LOUISIANA	20	8	24	0	0	36	0	0
MAINE	10	2	1	1	0	2	0	0
MARYLAND	13	6	12	8	1	34	0	1
MASSACHUSETTS	21	5	28	6	41	.	27	1
MICHIGAN	66	58	28	5	.	22	0	1
MINNESOTA	23	11	11	19	1	16	0	0
MISSISSIPPI	5	14	12	0	0	14	0	0
MISSOURI	40	16	14	11	1	63	2	0
MONTANA	3	0	2	0	0	6	0	0
NEBRASKA	14	8	11	1	0	1	0	0
NEVADA	4	0	6	0	0	0	1	0
NEW HAMPSHIRE	2	3	3	2	0	0	3	0
NEW JERSEY	11	18	37	12	4	35	0	1
NEW MEXICO	6	6	7	0	0	9	0	0
NEW YORK	68	25	77	72	127	29	35	2
NORTH CAROLINA	34	18	4	2	0	28	0	0
NORTH DAKOTA	7	3	0	0	0	0	0	0
OHIO	64	40	29	11	0	37	0	1
OKLAHOMA	9	8	9	5	0	17	0	0
OREGON	17	2	0	0	0	25	0	0
PENNSYLVANIA	60	32	35	2	27	0	29	0
PUERTO RICO	4	29	23	5	7	0	0	0
RHODE ISLAND	1	0	2	12	1	0	0	0
SOUTH CAROLINA	14	24	8	4	0	.	0	0
SOUTH DAKOTA	4	3	0	5	0	5	1	0
TENNESSEE	25	10	30	3	2	22	0	1
TEXAS	26	62	153	9	0	82	0	4
UTAH	9	3	2	2	0	30	0	0
VERMONT	4	1	0	0	0	0	7	0
VIRGINIA	24	20	16	0	0	27	0	2
WASHINGTON	32	42	13	2	0	24	0	0
WEST VIRGINIA	3	10	1	3	0	8	0	0
WISCONSIN	12	8	14	3	0	11	0	2
WYOMING	0	3	2	0	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	1	0	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	984	778	967	320	244	911	132	18
50 STATES, D.C. & P.R.	983	777	963	320	244	911	132	18

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	22.47	20.22	4.49	2.25	0.00	50.56	0.00	0.00
ALASKA	18.18	9.09	72.73	0.00	0.00	0.00	0.00	0.00
ARIZONA	30.56	30.56	4.17	11.11	0.00	22.22	1.39	0.00
ARKANSAS	20.51	23.08	0.00	20.51	0.00	0.00	35.90	0.00
CALIFORNIA	19.05	14.68	36.71	3.37	2.38	23.21	0.20	0.40
COLORADO	55.93	6.78	13.56	8.47	0.00	15.25	0.00	0.00
CONNECTICUT	22.22	16.67	9.26	11.11	31.48	0.00	9.26	0.00
DELAWARE	9.09	81.82	0.00	9.09	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	42.86	28.57	14.29	14.29	0.00	0.00	0.00	0.00
FLORIDA	16.67	14.58	50.00	6.25	0.00	12.50	0.00	0.00
GEORGIA	13.95	23.26	15.12	22.09	0.00	25.58	0.00	0.00
HAWAII	17.24	48.28	20.69	13.79	.	.	.	.
IDAHO	22.22	11.11	0.00	0.00	0.00	66.67	0.00	0.00
ILLINOIS	12.95	26.42	33.16	1.55	1.04	23.32	1.55	0.00
INDIANA	38.16	9.21	23.68	18.42	0.00	9.21	1.32	0.00
IOWA	47.92	20.83	6.25	2.08	.	20.83	2.08	0.00
KANSAS	26.67	13.33	8.89	51.11	0.00	0.00	0.00	0.00
KENTUCKY	18.57	20.00	4.29	0.00	1.43	55.71	0.00	0.00
LOUISIANA	22.73	9.09	27.27	0.00	0.00	40.91	0.00	0.00
MAINE	62.50	12.50	6.25	6.25	0.00	12.50	0.00	0.00
MARYLAND	17.33	8.00	16.00	10.67	1.33	45.33	0.00	1.33
MASSACHUSETTS	16.28	3.88	21.71	4.65	31.78	.	20.93	0.78
MICHIGAN	36.67	32.22	15.56	2.78	.	12.22	0.00	0.56
MINNESOTA	28.40	13.58	13.58	23.46	1.23	19.75	0.00	0.00
MISSISSIPPI	11.11	31.11	26.67	0.00	0.00	31.11	0.00	0.00
MISSOURI	27.21	10.88	9.52	7.48	0.68	42.86	1.36	0.00
MONTANA	27.27	0.00	18.18	0.00	0.00	54.55	0.00	0.00
NEBRASKA	40.00	22.86	31.43	2.86	0.00	2.86	0.00	0.00
NEVADA	36.36	0.00	54.55	0.00	0.00	0.00	9.09	0.00
NEW HAMPSHIRE	15.38	23.08	23.08	15.38	0.00	0.00	23.08	0.00
NEW JERSEY	9.32	15.25	31.36	10.17	3.39	29.66	0.00	0.85
NEW MEXICO	21.43	21.43	25.00	0.00	0.00	32.14	0.00	0.00
NEW YORK	15.63	5.75	17.70	16.55	29.20	6.67	8.05	0.46
NORTH CAROLINA	39.53	20.93	4.65	2.33	0.00	32.56	0.00	0.00
NORTH DAKOTA	70.00	30.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	35.16	21.98	15.93	6.04	0.00	20.33	0.00	0.55
OKLAHOMA	18.75	16.67	18.75	10.42	0.00	35.42	0.00	0.00
OREGON	38.64	4.55	0.00	0.00	0.00	56.82	0.00	0.00
PENNSYLVANIA	32.43	17.30	18.92	1.08	14.59	0.00	15.68	0.00
PUERTO RICO	5.88	42.65	33.82	7.35	10.29	0.00	0.00	0.00
RHODE ISLAND	6.25	0.00	12.50	75.00	6.25	0.00	0.00	0.00
SOUTH CAROLINA	28.00	48.00	16.00	8.00	0.00	.	0.00	0.00
SOUTH DAKOTA	22.22	16.67	0.00	27.78	0.00	27.78	5.56	0.00
TENNESSEE	26.88	10.75	32.26	3.23	2.15	23.66	0.00	1.08
TEXAS	7.74	18.45	45.54	2.68	0.00	24.40	0.00	1.19
UTAH	19.57	6.52	4.35	4.35	0.00	65.22	0.00	0.00
VERMONT	33.33	8.33	0.00	0.00	0.00	0.00	58.33	0.00
VIRGINIA	26.97	22.47	17.98	0.00	0.00	30.34	0.00	2.25
WASHINGTON	28.32	37.17	11.50	1.77	0.00	21.24	0.00	0.00
WEST VIRGINIA	12.00	40.00	4.00	12.00	0.00	32.00	0.00	0.00
WISCONSIN	24.00	16.00	28.00	6.00	0.00	22.00	0.00	4.00
WYOMING	0.00	50.00	33.33	0.00	0.00	0.00	16.67	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	22.60	17.87	22.21	7.35	5.60	20.92	3.03	0.41
50 STATES, D.C. & P.R.	22.61	17.87	22.15	7.36	5.61	20.95	3.04	0.41

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	6	5	16	0	0	0	0	2
ALASKA	0	1	1	0	0	0	0	0
ARIZONA	8	9	32	0	0	0	0	2
ARKANSAS	1	1	2	0	1	0	0	0
CALIFORNIA	122	114	574	127	16	0	0	32
COLORADO	45	19	20	2	0	0	1	6
CONNECTICUT	4	2	0	0	0	0	0	0
DELAWARE	2	10	3	3	0	0	0	4
DISTRICT OF COLUMBIA	0	0	0	12	1	0	0	0
FLORIDA	17	13	46	29	4	0	0	3
GEORGIA	8	12	35	0	0	0	0	1
HAWAII	2	4	6	0	.	.	.	1
IDAHO	3	2	1	0	0	0	0	0
ILLINOIS	9	22	102	29	2	9	0	2
INDIANA	25	3	10	7	0	0	0	1
IOWA	23	10	3	2	0	0	2	0
KANSAS	10	5	6	0	0	0	0	0
KENTUCKY	9	9	7	0	0	0	0	0
LOUISIANA	3	20	49	0	0	6	0	2
MAINE	3	0	0	0	0	0	0	0
MARYLAND	3	6	3	3	2	0	0	0
MASSACHUSETTS	24	3	13	1	10	.	2	5
MICHIGAN	163	101	109	33	.	0	0	10
MINNESOTA	19	14	15	24	4	0	0	0
MISSISSIPPI	7	18	33	3	0	2	0	8
MISSOURI	15	22	12	1	1	0	1	1
MONTANA	2	0	0	1	0	0	0	1
NEBRASKA	10	3	5	0	0	0	0	0
NEVADA	3	3	0	0	0	0	0	1
NEW HAMPSHIRE	6	2	1	0	0	0	0	0
NEW JERSEY	5	6	5	14	6	0	0	0
NEW MEXICO	5	5	9	0	0	0	0	1
NEW YORK	31	10	26	13	13	1	0	1
NORTH CAROLINA	21	15	14	2	0	0	0	2
NORTH DAKOTA	3	0	1	0	0	0	0	0
OHIO	37	47	49	5	0	0	0	9
OKLAHOMA	11	2	3	1	0	0	0	0
OREGON	19	9	6	1	0	0	0	1
PENNSYLVANIA	14	9	82	33	4	0	6	2
PUERTO RICO	7	12	7	3	10	0	2	5
RHODE ISLAND	0	4	4	0	1	0	1	0
SOUTH CAROLINA	6	15	20	2	0	.	0	1
SOUTH DAKOTA	4	1	0	0	0	0	2	0
TENNESSEE	15	11	35	14	1	0	0	15
TEXAS	19	51	191	15	1	3	0	23
UTAH	2	2	3	5	0	0	0	0
VERMONT	5	1	1	0	0	0	0	0
VIRGINIA	10	9	21	0	1	0	0	0
WASHINGTON	24	12	11	2	0	0	0	1
WEST VIRGINIA	7	3	3	0	0	0	0	0
WISCONSIN	16	11	35	3	0	0	0	2
WYOMING	4	4	0	0	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	3	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	0	0	0	1	0	0	0	0
U.S. AND OUTLYING AREAS	818	672	1,634	391	78	21	18	146
50 STATES, D.C. & P.R.	817	672	1,630	390	78	21	18	145

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	20.69	17.24	55.17	0.00	0.00	0.00	0.00	6.90
ALASKA	0.00	50.00	50.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	15.69	17.65	62.75	0.00	0.00	0.00	0.00	3.92
ARKANSAS	20.00	20.00	40.00	0.00	20.00	0.00	0.00	0.00
CALIFORNIA	12.39	11.57	58.27	12.89	1.62	0.00	0.00	3.25
COLORADO	48.39	20.43	21.51	2.15	0.00	0.00	1.08	6.45
CONNECTICUT	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
DELAWARE	9.09	45.45	13.64	13.64	0.00	0.00	0.00	18.18
DISTRICT OF COLUMBIA	0.00	0.00	0.00	92.31	7.69	0.00	0.00	0.00
FLORIDA	15.18	11.61	41.07	25.89	3.57	0.00	0.00	2.68
GEORGIA	14.29	21.43	62.50	0.00	0.00	0.00	0.00	1.79
HAWAII	15.38	30.77	46.15	0.00	.	.	.	7.69
IDAHO	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
ILLINOIS	5.14	12.57	58.29	16.57	1.14	5.14	0.00	1.14
INDIANA	54.35	6.52	21.74	15.22	0.00	0.00	0.00	2.17
IOWA	57.50	25.00	7.50	5.00	.	0.00	5.00	0.00
KANSAS	47.62	23.81	28.57	0.00	0.00	0.00	0.00	0.00
KENTUCKY	36.00	36.00	28.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	3.75	25.00	61.25	0.00	0.00	7.50	0.00	2.50
MAINE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	17.65	35.29	17.65	17.65	11.76	0.00	0.00	0.00
MASSACHUSETTS	41.38	5.17	22.41	1.72	17.24	.	3.45	8.62
MICHIGAN	39.18	24.28	26.20	7.93	.	0.00	0.00	2.40
MINNESOTA	25.00	18.42	19.74	31.58	5.26	0.00	0.00	0.00
MISSISSIPPI	9.86	25.35	46.48	4.23	0.00	2.82	0.00	11.27
MISSOURI	28.30	41.51	22.64	1.89	1.89	0.00	1.89	1.89
MONTANA	50.00	0.00	0.00	25.00	0.00	0.00	0.00	25.00
NEBRASKA	55.56	16.67	27.78	0.00	0.00	0.00	0.00	0.00
NEVADA	42.86	42.86	0.00	0.00	0.00	0.00	0.00	14.29
NEW HAMPSHIRE	66.67	22.22	11.11	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	13.89	16.67	13.89	38.89	16.67	0.00	0.00	0.00
NEW MEXICO	25.00	25.00	45.00	0.00	0.00	0.00	0.00	5.00
NEW YORK	32.63	10.53	27.37	13.68	13.68	1.05	0.00	1.05
NORTH CAROLINA	38.89	27.78	25.93	3.70	0.00	0.00	0.00	3.70
NORTH DAKOTA	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
OHIO	25.17	31.97	33.33	3.40	0.00	0.00	0.00	6.12
OKLAHOMA	64.71	11.76	17.65	5.88	0.00	0.00	0.00	0.00
OREGON	52.78	25.00	16.67	2.78	0.00	0.00	0.00	2.78
PENNSYLVANIA	9.33	6.00	54.67	22.00	2.67	0.00	4.00	1.33
PUERTO RICO	15.22	26.09	15.22	6.52	21.74	0.00	4.35	10.87
RHODE ISLAND	0.00	40.00	40.00	0.00	10.00	0.00	10.00	0.00
SOUTH CAROLINA	13.64	34.09	45.45	4.55	0.00	.	0.00	2.27
SOUTH DAKOTA	57.14	14.29	0.00	0.00	0.00	0.00	28.57	0.00
TENNESSEE	16.48	12.09	38.46	15.38	1.10	0.00	0.00	16.48
TEXAS	6.27	16.83	63.04	4.95	0.33	0.99	0.00	7.59
UTAH	16.67	16.67	25.00	41.67	0.00	0.00	0.00	0.00
VERMONT	71.43	14.29	14.29	0.00	0.00	0.00	0.00	0.00
VIRGINIA	24.39	21.95	51.22	0.00	2.44	0.00	0.00	0.00
WASHINGTON	48.00	24.00	22.00	4.00	0.00	0.00	0.00	2.00
WEST VIRGINIA	53.85	23.08	23.08	0.00	0.00	0.00	0.00	0.00
WISCONSIN	23.88	16.42	52.24	4.48	0.00	0.00	0.00	2.99
WYOMING	44.44	44.44	0.00	0.00	0.00	0.00	11.11	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	75.00	0.00	0.00	0.00	0.00	25.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	21.65	17.79	43.25	10.35	2.06	0.56	0.48	3.86
50 STATES, D.C. & P.R.	21.67	17.82	43.22	10.34	2.07	0.56	0.48	3.85

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER REGULAR CLASS	 RESOURCE ROOM	 SEPAR CLASS	 PUBLIC SEPAR FACIL	 PRIVATE SEPAR FACIL	 PUBLIC RESID FACIL	 PRIVATE RESID FACIL	 HOME HOSP ENVIR
ALABAMA	18	11	15	3	0	0	0	5
ALASKA	7	4	6	0	0	0	0	0
ARIZONA	10	13	10	0	0	0	0	7
ARKANSAS	13	22	7	0	0	0	0	1
CALIFORNIA	190	82	109	17	17	0	0	28
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	48	15	7	2	0	0	2	3
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	17	0	0	0	0
FLORIDA	2	0	1	0	0	0	0	31
GEORGIA	28	31	26	0	0	0	1	0
HAWAII	10	4	8	0	.	.	.	2
IDAHO	7	8	1	0	1	0	0	0
ILLINOIS	7	24	32	8	2	2	1	107
INDIANA	22	0	6	10	0	0	1	1
IOWA	0	0	0	0	.	0	0	0
KANSAS	21	17	10	1	0	1	0	2
KENTUCKY	11	14	0	0	0	0	0	0
LOUISIANA	51	28	59	2	0	0	0	4
MAINE	21	11	3	0	1	0	0	1
MARYLAND	15	8	15	3	10	0	3	1
MASSACHUSETTS	13	6	9	2	7	.	7	74
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	47	30	9	19	1	0	0	1
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	25	22	10	1	0	0	1	3
MONTANA	10	7	1	0	0	0	0	3
NEBRASKA	13	15	12	2	1	0	0	3
NEVADA	5	6	1	0	0	0	0	0
NEW HAMPSHIRE	32	12	11	0	3	0	1	5
NEW JERSEY	15	10	3	1	3	1	0	12
NEW MEXICO	4	8	15	0	0	0	0	1
NEW YORK	137	39	39	24	3	0	3	14
NORTH CAROLINA	74	45	28	0	1	0	0	4
NORTH DAKOTA	8	2	2	0	0	0	0	1
OHIO	53	6	4	5	0	0	0	186
OKLAHOMA	14	6	7	0	0	0	0	3
OREGON	41	13	14	0	4	0	0	3
PENNSYLVANIA	5	5	1	0	0	0	0	0
PUERTO RICO	7	13	1	3	0	0	1	24
RHODE ISLAND	15	5	3	0	2	0	0	13
SOUTH CAROLINA	5	19	1	0	0	.	0	0
SOUTH DAKOTA	2	0	1	0	0	0	0	0
TENNESSEE	93	38	24	1	2	0	0	76
TEXAS	96	192	424	75	1	2	0	156
UTAH	9	3	9	6	0	0	0	1
VERMONT	6	3	3	0	1	0	0	1
VIRGINIA	51	27	13	0	0	1	0	2
WASHINGTON	210	145	104	6	3	0	1	11
WEST VIRGINIA	5	8	1	0	0	0	0	1
WISCONSIN	19	17	18	3	0	0	0	5
WYOMING	8	4	3	0	0	3	3	3
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	2	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,505	1,000	1,086	211	63	10	25	799
50 STATES, D.C. & P.R.	1,503	998	1,086	211	63	10	25	799

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	34.62	21.15	28.85	5.77	0.00	0.00	0.00	9.62
ALASKA	41.18	23.53	35.29	0.00	0.00	0.00	0.00	0.00
ARIZONA	25.00	32.50	25.00	0.00	0.00	0.00	0.00	17.50
ARKANSAS	30.23	51.16	16.28	0.00	0.00	0.00	0.00	2.33
CALIFORNIA	42.89	18.51	24.60	3.84	3.84	0.00	0.00	6.32
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	62.34	19.48	9.09	2.60	0.00	0.00	2.60	3.90
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	5.88	0.00	2.94	0.00	0.00	0.00	0.00	91.18
GEORGIA	32.56	36.05	30.23	0.00	0.00	0.00	1.16	0.00
HAWAII	41.67	16.67	33.33	0.00	.	.	.	8.33
IDAHO	41.18	47.06	5.88	0.00	5.88	0.00	0.00	0.00
ILLINOIS	3.83	13.11	17.49	4.37	1.09	1.09	0.55	58.47
INDIANA	55.00	0.00	15.00	25.00	0.00	0.00	2.50	2.50
IOWA	.	.	.	.	.	.	.	.
KANSAS	40.38	32.69	19.23	1.92	0.00	1.92	0.00	3.85
KENTUCKY	44.00	56.00	0.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	35.42	19.44	40.97	1.39	0.00	0.00	0.00	2.78
MAINE	56.76	29.73	8.11	0.00	2.70	0.00	0.00	2.70
MARYLAND	27.27	14.55	27.27	5.45	18.18	0.00	5.45	1.82
MASSACHUSETTS	11.02	5.08	7.63	1.69	5.93	.	5.93	62.71
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	43.93	28.04	8.41	17.76	0.93	0.00	0.00	0.93
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	40.32	35.48	16.13	1.61	0.00	0.00	1.61	4.84
MONTANA	47.62	33.33	4.76	0.00	0.00	0.00	0.00	14.29
NEBRASKA	28.26	32.61	26.09	4.35	2.17	0.00	0.00	6.52
NEVADA	41.67	50.00	8.33	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	50.00	18.75	17.19	0.00	4.69	0.00	1.56	7.81
NEW JERSEY	33.33	22.22	6.67	2.22	6.67	2.22	0.00	26.67
NEW MEXICO	14.29	28.57	53.57	0.00	0.00	0.00	0.00	3.57
NEW YORK	52.90	15.06	15.06	9.27	1.16	0.00	1.16	5.41
NORTH CAROLINA	48.68	29.61	18.42	0.00	0.66	0.00	0.00	2.63
NORTH DAKOTA	61.54	15.38	15.38	0.00	0.00	0.00	0.00	7.69
OHIO	20.87	2.36	1.57	1.97	0.00	0.00	0.00	73.23
OKLAHOMA	46.67	20.00	23.33	0.00	0.00	0.00	0.00	10.00
OREGON	54.67	17.33	18.67	0.00	5.33	0.00	0.00	4.00
PENNSYLVANIA	45.45	45.45	9.09	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	14.29	26.53	2.04	6.12	0.00	0.00	2.04	48.98
RHODE ISLAND	39.47	13.16	7.89	0.00	5.26	0.00	0.00	34.21
SOUTH CAROLINA	20.00	76.00	4.00	0.00	0.00	.	0.00	0.00
SOUTH DAKOTA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
TENNESSEE	39.74	16.24	10.26	0.43	0.85	0.00	0.00	32.48
TEXAS	10.15	20.30	44.82	7.93	0.11	0.21	0.00	16.49
UTAH	32.14	10.71	32.14	21.43	0.00	0.00	0.00	3.57
VERMONT	42.86	21.43	21.43	0.00	7.14	0.00	0.00	7.14
VIRGINIA	54.26	28.72	13.83	0.00	0.00	1.06	0.00	2.13
WASHINGTON	43.75	30.21	21.67	1.25	0.63	0.00	0.21	2.29
WEST VIRGINIA	33.33	53.33	6.67	0.00	0.00	0.00	0.00	6.67
WISCONSIN	30.65	27.42	29.03	4.84	0.00	0.00	0.00	8.06
WYOMING	33.33	16.67	12.50	0.00	0.00	12.50	12.50	12.50
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	33.33	66.67	0.00	0.00	0.00	0.00	0.00	0.00
U.S. AND OUTLYING AREAS	32.03	21.28	23.11	4.49	1.34	0.21	0.53	17.00
50 STATES, D.C. & P.R.	32.01	21.26	23.13	4.49	1.34	0.21	0.53	17.02

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	4	3	1	5	0	15	0	0
ALASKA	2	0	0	0	0	0	0	0
ARIZONA	17	3	9	0	0	9	0	1
ARKANSAS	0	0	1	3	0	0	5	0
CALIFORNIA	55	35	117	12	4	35	0	2
COLORADO	9	0	2	3	0	7	0	0
CONNECTICUT	6	2	15	7	4	0	4	0
DELAWARE	2	1	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	0	0	0	0	0	0
FLORIDA	1	4	5	1	0	3	0	0
GEORGIA	10	5	1	0	0	19	0	0
HAWAII	2	3	3	0	.	.	.	.
IDAHO	1	2	0	0	0	0	0	0
ILLINOIS	17	19	9	1	0	25	0	0
INDIANA	14	4	3	14	0	9	0	0
IOWA	5	2	1	0	0	8	0	0
KANSAS	11	3	0	1	0	0	0	0
KENTUCKY	10	4	0	1	0	11	0	0
LOUISIANA	16	7	8	1	0	12	0	0
MAINE	3	2	2	0	0	0	1	0
MARYLAND	6	2	5	3	1	0	1	0
MASSACHUSETTS	15	5	7	1	4	.	7	0
MICHIGAN	27	8	13	4	.	7	0	1
MINNESOTA	3	3	1	5	0	8	0	0
MISSISSIPPI	1	2	4	0	0	7	0	0
MISSOURI	8	9	3	16	2	14	0	0
MONTANA	2	1	0	0	0	0	0	0
NEBRASKA	5	2	1	0	0	3	0	0
NEVADA	4	3	0	0	0	0	0	0
NEW HAMPSHIRE	0	1	0	2	0	0	0	0
NEW JERSEY	11	4	3	0	4	0	0	0
NEW MEXICO	3	1	3	0	0	5	0	0
NEW YORK	22	7	16	18	32	1	2	0
NORTH CAROLINA	11	2	3	0	0	21	0	1
NORTH DAKOTA	1	0	0	0	0	0	1	0
OHIO	35	7	2	0	0	21	0	0
OKLAHOMA	8	3	0	2	0	5	0	0
OREGON	7	1	1	0	0	11	0	0
PENNSYLVANIA	27	6	6	3	43	0	16	1
PUERTO RICO	4	18	7	1	1	1	0	1
RHODE ISLAND	2	0	3	0	0	0	0	0
SOUTH CAROLINA	11	9	4	5	0	.	0	0
SOUTH DAKOTA	1	0	0	0	0	5	0	0
TENNESSEE	32	13	1	0	0	9	0	0
TEXAS	15	44	79	8	0	33	0	2
UTAH	3	0	2	1	0	10	0	0
VERMONT	2	0	0	0	0	0	0	0
VIRGINIA	15	4	0	0	0	12	0	0
WASHINGTON	9	3	1	3	0	8	0	0
WEST VIRGINIA	1	2	0	3	0	9	0	0
WISCONSIN	17	1	2	5	0	6	0	0
WYOMING	2	1	3	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	0	1	0
U.S. AND OUTLYING AREAS	495	264	348	129	95	349	38	9
50 STATES, D.C. & P.R.	495	263	347	129	95	349	37	9

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

VISUAL IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	14.29	10.71	3.57	17.86	0.00	53.57	0.00	0.00
ALASKA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	43.59	7.69	23.08	0.00	0.00	23.08	0.00	2.56
ARKANSAS	0.00	0.00	11.11	33.33	0.00	0.00	55.56	0.00
CALIFORNIA	21.15	13.46	45.00	4.62	1.54	13.46	0.00	0.77
COLORADO	42.86	0.00	9.52	14.29	0.00	33.33	0.00	0.00
CONNECTICUT	15.79	5.26	39.47	18.42	10.53	0.00	10.53	0.00
DELAWARE	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	7.14	28.57	35.71	7.14	0.00	21.43	0.00	0.00
GEORGIA	28.57	14.29	2.86	0.00	0.00	54.29	0.00	0.00
HAWAII	25.00	37.50	37.50	0.00	.	.	.	.
IDAHO	33.33	66.67	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	23.94	26.76	12.68	1.41	0.00	35.21	0.00	0.00
INDIANA	31.82	9.09	6.82	31.82	0.00	20.45	0.00	0.00
IOWA	31.25	12.50	6.25	0.00	.	50.00	0.00	0.00
KANSAS	73.33	20.00	0.00	6.67	0.00	0.00	0.00	0.00
KENTUCKY	38.46	15.38	0.00	3.85	0.00	42.31	0.00	0.00
LOUISIANA	36.36	15.91	18.18	2.27	0.00	27.27	0.00	0.00
MAINE	37.50	25.00	25.00	0.00	0.00	0.00	12.50	0.00
MARYLAND	33.33	11.11	27.78	16.67	5.56	0.00	5.56	0.00
MASSACHUSETTS	38.46	12.82	17.95	2.56	10.26	.	17.95	0.00
MICHIGAN	45.00	13.33	21.67	6.67	.	11.67	0.00	1.67
MINNESOTA	15.00	15.00	5.00	25.00	0.00	40.00	0.00	0.00
MISSISSIPPI	7.14	14.29	28.57	0.00	0.00	50.00	0.00	0.00
MISSOURI	15.38	17.31	5.77	30.77	3.85	26.92	0.00	0.00
MONTANA	66.67	33.33	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	45.45	18.18	9.09	0.00	0.00	27.27	0.00	0.00
NEVADA	57.14	42.86	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	33.33	0.00	66.67	0.00	0.00	0.00	0.00
NEW JERSEY	50.00	18.18	13.64	0.00	18.18	0.00	0.00	0.00
NEW MEXICO	25.00	8.33	25.00	0.00	0.00	41.67	0.00	0.00
NEW YORK	22.45	7.14	16.33	18.37	32.65	1.02	2.04	0.00
NORTH CAROLINA	28.95	5.26	7.89	0.00	0.00	55.26	0.00	2.63
NORTH DAKOTA	50.00	0.00	0.00	0.00	0.00	0.00	50.00	0.00
OHIO	53.85	10.77	3.08	0.00	0.00	32.31	0.00	0.00
OKLAHOMA	44.44	16.67	0.00	11.11	0.00	27.78	0.00	0.00
OREGON	35.00	5.00	5.00	0.00	0.00	55.00	0.00	0.00
PENNSYLVANIA	26.47	5.88	5.88	2.94	42.16	0.00	15.69	0.98
PUERTO RICO	12.12	54.55	21.21	3.03	3.03	3.03	0.00	3.03
RHODE ISLAND	40.00	0.00	60.00	0.00	0.00	0.00	0.00	0.00
SOUTH CAROLINA	37.93	31.03	13.79	17.24	0.00	.	0.00	0.00
SOUTH DAKOTA	16.67	0.00	0.00	0.00	0.00	83.33	0.00	0.00
TENNESSEE	58.18	23.64	1.82	0.00	0.00	16.36	0.00	0.00
TEXAS	8.29	24.31	43.65	4.42	0.00	18.23	0.00	1.10
UTAH	18.75	0.00	12.50	6.25	0.00	62.50	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	48.39	12.90	0.00	0.00	0.00	38.71	0.00	0.00
WASHINGTON	37.50	12.50	4.17	12.50	0.00	33.33	0.00	0.00
WEST VIRGINIA	6.67	13.33	0.00	20.00	0.00	60.00	0.00	0.00
WISCONSIN	54.84	3.23	6.45	16.13	0.00	19.35	0.00	0.00
WYOMING	33.33	16.67	50.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	50.00	0.00	0.00	0.00	0.00	50.00	0.00
U.S. AND OUTLYING AREAS	28.66	15.29	20.15	7.47	5.50	20.21	2.20	0.52
50 STATES, D.C. & P.R.	28.71	15.26	20.13	7.48	5.51	20.24	2.15	0.52

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

AUTISM

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	2	2	3	0	0	6	0
ALASKA	0	0	1	0	0	0	0	0
ARIZONA	1	0	18	4	12	0	0	0
ARKANSAS	1	0	6	0	0	0	0	0
CALIFORNIA	6	12	176	38	72	0	2	4
COLORADO	3	0	9	1	0	0	0	0
CONNECTICUT	3	2	7	6	4	0	4	0
DELAWARE	0	15	2	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	9	0	0	0
FLORIDA	2	0	52	23	1	0	0	0
GEORGIA	4	1	19	9	0	0	0	0
HAWAII	0	0	7	0	.	.	.	.
IDAHO	1	1	4	0	0	0	0	0
ILLINOIS	2	3	16	12	28	0	5	0
INDIANA	8	4	36	22	0	2	3	0
IOWA	12	5	2	0	.	0	0	0
KANSAS	0	0	6	1	1	0	0	0
KENTUCKY	0	2	6	0	0	0	0	1
LOUISIANA	0	1	53	3	0	4	0	0
MAINE	0	1	4	0	0	0	2	0
MARYLAND	0	5	3	10	6	1	4	0
MASSACHUSETTS	1	0	19	6	21	.	43	1
MICHIGAN	16	11	93	122	0	3	0	0
MINNESOTA	3	2	22	8	0	0	0	0
MISSISSIPPI	0	0	4	2	0	0	1	0
MISSOURI	8	6	20	0	1	0	1	0
MONTANA	0	0	6	0	0	0	0	0
NEBRASKA	0	0	6	0	0	0	0	0
NEVADA	1	1	2	1	0	0	0	0
NEW HAMPSHIRE	0	1	0	0	0	0	1	0
NEW JERSEY	0	1	1	22	45	20	4	0
NEW MEXICO	1	0	10	0	0	0	0	0
NEW YORK	5	4	31	151	37	9	27	0
NORTH CAROLINA	2	1	78	16	2	0	0	2
NORTH DAKOTA	0	1	0	1	0	0	1	0
OHIO	2	3	5	1	0	0	0	0
OKLAHOMA	0	0	2	0	0	0	1	0
OREGON	5	2	7	0	0	1	1	0
PENNSYLVANIA	0	3	44	10	1	0	0	1
PUERTO RICO	0	0	29	13	1	0	0	7
RHODE ISLAND	0	0	0	0	5	0	2	0
SOUTH CAROLINA	0	2	14	4	0	.	0	0
SOUTH DAKOTA	0	1	0	0	0	0	3	0
TENNESSEE	1	2	33	13	7	1	0	1
TEXAS	1	10	147	38	3	2	3	4
UTAH	1	0	13	9	0	0	0	0
VERMONT	0	0	0	1	0	0	0	0
VIRGINIA	1	3	38	11	5	4	12	0
WASHINGTON	4	4	5	0	0	0	0	0
WEST VIRGINIA	1	2	7	1	0	0	0	0
WISCONSIN	0	2	25	4	0	0	0	0
WYOMING	0	0	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	96	117	1,091	567	261	47	126	22
50 STATES, D.C. & P.R.	96	116	1,091	567	261	47	126	21

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

AUTISM

STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
	PERCENTAGE							
ALABAMA	0.00	15.38	15.38	23.08	0.00	0.00	46.15	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	2.86	0.00	51.43	11.43	34.29	0.00	0.00	0.00
ARKANSAS	14.29	0.00	85.71	0.00	0.00	0.00	0.00	0.00
CALIFORNIA	1.94	3.87	56.77	12.26	23.23	0.00	0.65	1.29
COLORADO	23.08	0.00	69.23	7.69	0.00	0.00	0.00	0.00
CONNECTICUT	11.54	7.69	26.92	23.08	15.38	0.00	15.38	0.00
DELAWARE	0.00	83.33	11.11	5.56	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
FLORIDA	2.56	0.00	66.67	29.49	1.28	0.00	0.00	0.00
GEORGIA	12.12	3.03	57.58	27.27	0.00	0.00	0.00	0.00
HAWAII	0.00	0.00	100.00	0.00	.	.	.	.
IDAHO	16.67	16.67	66.67	0.00	0.00	0.00	0.00	0.00
ILLINOIS	3.03	4.55	24.24	18.18	42.42	0.00	7.58	0.00
INDIANA	10.67	5.33	48.00	29.33	0.00	2.67	4.00	0.00
IOWA	63.16	26.32	10.53	0.00	.	0.00	0.00	0.00
KANSAS	0.00	0.00	75.00	12.50	12.50	0.00	0.00	0.00
KENTUCKY	0.00	22.22	66.67	0.00	0.00	0.00	0.00	11.11
LOUISIANA	0.00	1.64	86.89	4.92	0.00	6.56	0.00	0.00
MAINE	0.00	14.29	57.14	0.00	0.00	0.00	28.57	0.00
MARYLAND	0.00	17.24	10.34	34.48	20.69	3.45	13.79	0.00
MASSACHUSETTS	1.10	0.00	20.88	6.59	23.08	.	47.25	1.10
MICHIGAN	6.53	4.49	37.96	49.80	.	1.22	0.00	0.00
MINNESOTA	8.57	5.71	62.86	22.86	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	0.00	57.14	28.57	0.00	0.00	14.29	0.00
MISSOURI	22.22	16.67	55.56	0.00	2.78	0.00	2.78	0.00
MONTANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEVADA	20.00	20.00	40.00	20.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	50.00	0.00	0.00	0.00	0.00	50.00	0.00
NEW JERSEY	0.00	1.08	1.08	23.66	48.39	21.51	4.30	0.00
NEW MEXICO	9.09	0.00	90.91	0.00	0.00	0.00	0.00	0.00
NEW YORK	1.89	1.52	11.74	57.20	14.02	3.41	10.23	0.00
NORTH CAROLINA	1.98	0.99	77.23	15.84	1.98	0.00	0.00	1.98
NORTH DAKOTA	0.00	33.33	0.00	33.33	0.00	0.00	33.33	0.00
OHIO	18.18	27.27	45.45	9.09	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	66.67	0.00	0.00	0.00	33.33	0.00
OREGON	31.25	12.50	43.75	0.00	0.00	6.25	6.25	0.00
PENNSYLVANIA	0.00	5.08	74.58	16.95	1.69	0.00	0.00	1.69
PUERTO RICO	0.00	0.00	58.00	26.00	2.00	0.00	0.00	14.00
RHODE ISLAND	0.00	0.00	0.00	0.00	71.43	0.00	28.57	0.00
SOUTH CAROLINA	0.00	10.00	70.00	20.00	0.00	.	0.00	0.00
SOUTH DAKOTA	0.00	25.00	0.00	0.00	0.00	0.00	75.00	0.00
TENNESSEE	1.72	3.45	56.90	22.41	12.07	1.72	0.00	1.72
TEXAS	0.48	4.81	70.67	18.27	1.44	0.96	1.44	1.92
UTAH	4.35	0.00	56.52	39.13	0.00	0.00	0.00	0.00
VERMONT	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
VIRGINIA	1.35	4.05	51.35	14.86	6.76	5.41	16.22	0.00
WASHINGTON	30.77	30.77	38.46	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	9.09	18.18	63.64	9.09	0.00	0.00	0.00	0.00
WISCONSIN	0.00	6.45	80.65	12.90	0.00	0.00	0.00	0.00
WYOMING	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.13	5.03	46.88	24.37	11.22	2.02	5.41	0.95
50 STATES, D.C. & P.R.	4.13	4.99	46.92	24.39	11.23	2.02	5.42	0.90

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

DEAF-BLINDNESS

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0	0	0	0	0	3	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	1	1	3	3	0	5	0	0
ARKANSAS	0	0	0	1	0	0	1	0
CALIFORNIA	0	2	30	6	4	3	0	1
COLORADO	1	1	2	0	0	1	0	0
CONNECTICUT	0	2	0	0	0	0	1	0
DELAWARE	0	2	0	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2	0	0	0	0
FLORIDA	0	0	1	3	1	0	0	0
GEORGIA	0	0	1	0	0	2	0	0
HAWAII	0	0	1	0	.	.	.	.
IDAHO	1	0	0	0	0	0	0	0
ILLINOIS	0	0	3	0	0	5	0	0
INDIANA	0	0	9	0	0	2	0	0
IOWA	0	0	0	2	.	5	1	0
KANSAS	2	0	0	0	0	2	0	1
KENTUCKY	0	1	0	0	0	0	0	0
LOUISIANA	0	0	0	0	0	1	0	0
MAINE	0	0	0	0	0	0	0	0
MARYLAND	1	0	0	0	0	0	4	0
MASSACHUSETTS	0	0	1	0	2	.	4	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	0	0	0	0	2	0	0
MISSISSIPPI	0	0	1	0	0	1	0	0
MISSOURI	0	1	9	1	0	3	1	0
MONTANA	0	0	1	0	0	2	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	2	0	3	0	0
NEW MEXICO	0	0	0	0	0	0	0	0
NEW YORK	0	0	0	0	0	0	0	0
NORTH CAROLINA	0	5	0	0	0	1	0	0
NORTH DAKOTA	0	0	0	0	0	2	0	0
OHIO	1	0	1	1	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	1	0	1	0	0	0	0	0
PENNSYLVANIA	0	0	1	0	0	0	0	0
PUERTO RICO	0	0	1	8	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	1	0	0	.	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	0	0	0	0	0	1	0	0
TEXAS	0	3	8	3	0	9	0	0
UTAH	0	0	3	1	0	2	0	0
VERMONT	1	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0	0	0
WASHINGTON	1	1	1	0	0	2	0	0
WEST VIRGINIA	0	0	0	1	0	4	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND OUTLYING AREAS	10	19	79	35	7	61	12	2
50 STATES, D.C. & P.R.	10	19	79	35	7	61	12	2

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

DEAF-BLINDNESS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	7.69	7.69	23.08	23.08	0.00	38.46	0.00	0.00
ARKANSAS	0.00	0.00	0.00	50.00	0.00	0.00	50.00	0.00
CALIFORNIA	0.00	4.35	65.22	13.04	8.70	6.52	0.00	2.17
COLORADO	20.00	20.00	40.00	0.00	0.00	20.00	0.00	0.00
CONNECTICUT	0.00	66.67	0.00	0.00	0.00	0.00	33.33	0.00
DELAWARE	0.00	66.67	0.00	33.33	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	20.00	60.00	20.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
HAWAII	0.00	0.00	100.00	0.00	.	.	.	.
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.00	0.00	37.50	0.00	0.00	62.50	0.00	0.00
INDIANA	0.00	0.00	81.82	0.00	0.00	18.18	0.00	0.00
IOWA	0.00	0.00	0.00	25.00	.	62.50	12.50	0.00
KANSAS	40.00	0.00	0.00	0.00	0.00	40.00	0.00	20.00
KENTUCKY	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MAINE	.	.	.	.	.	.	.	.
MARYLAND	20.00	0.00	0.00	0.00	0.00	0.00	80.00	0.00
MASSACHUSETTS	0.00	0.00	14.29	0.00	28.57	.	57.14	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
MISSISSIPPI	0.00	0.00	50.00	0.00	0.00	50.00	0.00	0.00
MISSOURI	0.00	6.67	60.00	6.67	0.00	20.00	6.67	0.00
MONTANA	0.00	0.00	33.33	0.00	0.00	66.67	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.	.	.	.
NEW JERSEY	0.00	0.00	0.00	40.00	0.00	60.00	0.00	0.00
NEW MEXICO	.	.	.	.	.	.	.	.
NEW YORK	.	.	.	.	.	.	.	.
NORTH CAROLINA	0.00	83.33	0.00	0.00	0.00	16.67	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
OHIO	33.33	0.00	33.33	33.33	0.00	0.00	0.00	0.00
OKLAHOMA	.	.	.	.	.	.	.	.
OREGON	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	0.00	0.00	11.11	88.89	0.00	0.00	0.00	0.00
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	100.00	0.00	0.00	.	0.00	0.00
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
TEXAS	0.00	13.04	34.78	13.04	0.00	39.13	0.00	0.00
UTAH	0.00	0.00	50.00	16.67	0.00	33.33	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	.	.	.	.	.	.	.	.
WASHINGTON	20.00	20.00	20.00	0.00	0.00	40.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	0.00	20.00	0.00	80.00	0.00	0.00
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	4.44	8.44	35.11	15.56	3.11	27.11	5.33	0.89
50 STATES, D.C. & P.R.	4.44	8.44	35.11	15.56	3.11	27.11	5.33	0.89

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

TRAUMATIC BRAIN INJURY

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	5	3	3	2	0	0	0	6
ALASKA	1	0	3	0	0	0	0	0
ARIZONA	2	3	1	0	0	0	0	0
ARKANSAS	1	3	1	0	0	0	1	1
CALIFORNIA	8	20	38	3	3	0	1	3
COLORADO	7	2	7	0	0	1	0	3
CONNECTICUT	0	2	3	0	1	0	0	0
DELAWARE	0	1	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	0	0	2	0	0	0	0	2
GEORGIA	5	6	10	1	0	0	0	0
HAWAII	0	0	0	0	.	.	.	.
IDAHO	3	2	5	0	1	0	0	0
ILLINOIS	2	10	17	3	4	2	0	0
INDIANA	11	2	11	4	0	0	4	2
IOWA	12	6	2	0	.	0	2	0
KANSAS	5	9	10	4	0	0	0	1
KENTUCKY	5	6	6	0	0	0	0	0
LOUISIANA	6	4	9	0	0	0	0	2
MAINE	3	1	2	0	0	0	0	0
MARYLAND	3	3	2	1	2	0	2	1
MASSACHUSETTS	2	1	7	3	8	.	6	3
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	5	2	5	3	0	1	0	0
MISSISSIPPI	1	1	4	0	0	0	0	2
MISSOURI	9	7	7	0	0	0	1	1
MONTANA	1	1	1	0	0	0	0	0
NEBRASKA	4	5	4	0	1	0	0	0
NEVADA	1	1	1	0	0	0	1	0
NEW HAMPSHIRE	1	0	1	0	0	0	0	0
NEW JERSEY	2	0	0	1	2	0	0	1
NEW MEXICO	4	3	15	0	0	0	0	1
NEW YORK	20	13	26	7	2	0	4	5
NORTH CAROLINA	7	1	5	5	0	0	0	3
NORTH DAKOTA	1	2	1	0	0	0	1	1
OHIO	10	5	3	3	0	0	0	1
OKLAHOMA	7	6	2	0	0	0	0	0
OREGON	8	5	3	0	1	0	0	2
PENNSYLVANIA	13	7	18	2	128	0	27	1
PUERTO RICO	1	1	0	0	0	0	0	1
RHODE ISLAND	0	0	0	0	2	0	0	0
SOUTH CAROLINA	1	2	1	0	0	.	0	1
SOUTH DAKOTA	1	0	0	0	2	0	2	0
TENNESSEE	6	4	13	1	0	0	0	3
TEXAS	1	5	29	1	0	0	0	5
UTAH	5	5	12	6	0	0	0	1
VERMONT	1	1	1	0	1	0	0	0
VIRGINIA	3	7	5	0	0	1	0	2
WASHINGTON	6	5	7	1	0	0	0	0
WEST VIRGINIA	2	4	3	0	0	0	0	1
WISCONSIN	3	6	19	0	0	0	0	0
WYOMING	2	2	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
PALAU	0	0	0	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	1	0	0
U.S. AND OUTLYING AREAS	207	185	326	51	158	6	52	56
50 STATES, D.C. & P.R.	207	185	326	51	158	5	52	56

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB6

Percentage of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1995-96 School Year

TRAUMATIC BRAIN INJURY

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPAR CLASS	PUBLIC SEPAR FACIL	PRIVATE SEPAR FACIL	PUBLIC RESID FACIL	PRIVATE RESID FACIL	HOME HOSP ENVIR
ALABAMA	26.32	15.79	15.79	10.53	0.00	0.00	0.00	31.58
ALASKA	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	33.33	50.00	16.67	0.00	0.00	0.00	0.00	0.00
ARKANSAS	14.29	42.86	14.29	0.00	0.00	0.00	14.29	14.29
CALIFORNIA	10.53	26.32	50.00	3.95	3.95	0.00	1.32	3.95
COLORADO	35.00	10.00	35.00	0.00	0.00	5.00	0.00	15.00
CONNECTICUT	0.00	33.33	50.00	0.00	16.67	0.00	0.00	0.00
DELAWARE	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
GEORGIA	22.73	27.27	45.45	4.55	0.00	0.00	0.00	0.00
HAWAII	.	.	.	.	.	.	.	.
IDAHO	27.27	18.18	45.45	0.00	9.09	0.00	0.00	0.00
ILLINOIS	5.26	26.32	44.74	7.89	10.53	5.26	0.00	0.00
INDIANA	32.35	5.88	32.35	11.76	0.00	0.00	11.76	5.88
IOWA	54.55	27.27	9.09	0.00	.	0.00	9.09	0.00
KANSAS	17.24	31.03	34.48	13.79	0.00	0.00	0.00	3.45
KENTUCKY	29.41	35.29	35.29	0.00	0.00	0.00	0.00	0.00
LOUISIANA	28.57	19.05	42.86	0.00	0.00	0.00	0.00	9.52
MAINE	50.00	16.67	33.33	0.00	0.00	0.00	0.00	0.00
MARYLAND	21.43	21.43	14.29	7.14	14.29	0.00	14.29	7.14
MASSACHUSETTS	6.67	3.33	23.33	10.00	26.67	.	20.00	10.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	31.25	12.50	31.25	18.75	0.00	6.25	0.00	0.00
MISSISSIPPI	12.50	12.50	50.00	0.00	0.00	0.00	0.00	25.00
MISSOURI	36.00	28.00	28.00	0.00	0.00	0.00	4.00	4.00
MONTANA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NEBRASKA	28.57	35.71	28.57	0.00	7.14	0.00	0.00	0.00
NEVADA	25.00	25.00	25.00	0.00	0.00	0.00	25.00	0.00
NEW HAMPSHIRE	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	33.33	0.00	0.00	16.67	33.33	0.00	0.00	16.67
NEW MEXICO	17.39	13.04	65.22	0.00	0.00	0.00	0.00	4.35
NEW YORK	25.97	16.88	33.77	9.09	2.60	0.00	5.19	6.49
NORTH CAROLINA	33.33	4.76	23.81	23.81	0.00	0.00	0.00	14.29
NORTH DAKOTA	16.67	33.33	16.67	0.00	0.00	0.00	16.67	16.67
OHIO	45.45	22.73	13.64	13.64	0.00	0.00	0.00	4.55
OKLAHOMA	46.67	40.00	13.33	0.00	0.00	0.00	0.00	0.00
OREGON	42.11	26.32	15.79	0.00	5.26	0.00	0.00	10.53
PENNSYLVANIA	6.63	3.57	9.18	1.02	65.31	0.00	13.78	0.51
PUERTO RICO	33.33	33.33	0.00	0.00	0.00	0.00	0.00	33.33
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
SOUTH CAROLINA	20.00	40.00	20.00	0.00	0.00	.	0.00	20.00
SOUTH DAKOTA	20.00	0.00	0.00	0.00	40.00	0.00	40.00	0.00
TENNESSEE	22.22	14.81	48.15	3.70	0.00	0.00	0.00	11.11
TEXAS	2.44	12.20	70.73	2.44	0.00	0.00	0.00	12.20
UTAH	17.24	17.24	41.38	20.69	0.00	0.00	0.00	3.45
VERMONT	25.00	25.00	25.00	0.00	25.00	0.00	0.00	0.00
VIRGINIA	16.67	38.89	27.78	0.00	0.00	5.56	0.00	11.11
WASHINGTON	31.58	26.32	36.84	5.26	0.00	0.00	0.00	0.00
WEST VIRGINIA	20.00	40.00	30.00	0.00	0.00	0.00	0.00	10.00
WISCONSIN	10.71	21.43	67.86	0.00	0.00	0.00	0.00	0.00
WYOMING	40.00	40.00	20.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
U.S. AND OUTLYING AREAS	19.88	17.77	31.32	4.90	15.18	0.58	5.00	5.38
50 STATES, D.C. & P.R.	19.90	17.79	31.35	4.90	15.19	0.48	5.00	5.38

Please see data notes for an explanation of individual State differences.

SEPAR=SEPARATE; FACIL=FACILITY; RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group During the 1986-87 Through 1995-96 School Years

AGE GROUP 3-5

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	116,898	55,529	78,227	20,526	18,962	1,098	440	5,703	297,383
1987-88	122,864	43,158	87,316	25,100	20,101	1,066	480	6,178	306,263
1988-89	140,364	53,706	87,595	26,106	16,698	1,080	338	6,573	332,460
1989-90	159,554	42,630	98,879	25,954	20,198	1,059	443	7,635	356,352
1990-91	163,723	47,946	99,233	30,020	18,897	969	348	7,252	368,388
1991-92	173,364	41,436	108,507	17,984	26,251	931	250	4,394	373,117
1992-93	220,018	56,599	141,566	22,199	13,222	1,541	313	7,270	462,728
1993-94	237,470	44,175	151,088	22,453	20,529	983	555	9,045	486,298
1994-95	243,226	44,657	152,000	19,539	7,070	633	245	12,474	479,844
1995-96	269,571	48,307	162,814	20,224	6,633	729	199	13,789	522,266

AGE GROUP 6-11

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	756,194	795,960	429,431	42,677	22,347	5,634	3,141	10,518	2,065,902
1987-88	832,284	747,080	431,042	47,685	23,191	4,509	2,784	6,266	2,094,841
1988-89	898,693	762,537	449,059	45,567	22,026	5,582	2,601	7,348	2,193,413
1989-90	937,329	748,115	463,525	45,186	24,156	6,144	2,626	6,303	2,233,384
1990-91	992,884	727,000	497,003	42,739	24,773	5,402	2,545	7,370	2,299,716
1991-92	1,075,455	726,035	463,267	37,018	27,467	5,872	2,098	5,141	2,342,353
1992-93	1,164,427	617,476	477,765	37,856	25,419	7,159	2,269	7,194	2,339,565
1993-94	1,313,089	608,776	472,899	33,112	14,456	4,416	2,295	6,429	2,455,472
1994-95	1,364,545	610,920	475,664	31,959	15,000	4,057	2,161	6,226	2,510,532
1995-96	1,424,309	624,095	478,400	32,978	15,539	4,113	2,321	6,308	2,588,063

AGE GROUP 12-17

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	287,018	852,796	507,702	59,822	24,302	11,658	9,714	17,254	1,770,266
1987-88	315,192	803,174	502,486	70,286	26,079	12,151	7,545	19,409	1,756,322
1988-89	335,057	779,691	487,524	63,144	26,071	12,918	7,210	22,532	1,734,147
1989-90	360,143	769,427	517,752	64,885	26,183	15,695	7,355	15,950	1,777,390
1990-91	400,416	783,562	526,763	59,118	27,034	14,701	7,259	14,038	1,832,891
1991-92	445,691	821,318	517,011	54,895	29,264	16,786	7,317	13,815	1,906,097
1992-93	609,919	759,618	530,137	54,342	25,825	15,179	7,655	14,517	2,017,192
1993-94	687,004	725,572	534,931	51,246	25,446	13,663	8,030	17,304	2,063,196
1994-95	745,534	731,410	548,839	50,958	27,919	14,249	8,219	18,621	2,145,749
1995-96	793,334	755,901	542,838	53,347	28,719	13,219	8,687	18,379	2,214,424

Beginning in 1987-88, data on youth with disabilities served in correctional facilities were collected as duplicated counts of data reported under one of the other environments. Prior to this time, a separate unduplicated count was collected for students served in correctional facilities. These students are excluded from the totals in the years prior to 1987-88.

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they recieved services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB7

Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group During the 1986-87 Through 1995-96 School Years

AGE GROUP 18-21

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	30,392	85,661	73,600	21,530	7,299	5,624	2,415	3,774	230,295
1987-88	28,715	78,332	72,752	26,209	6,504	4,393	2,015	3,527	222,447
1988-89	32,132	79,255	71,315	26,023	7,075	5,290	2,095	3,204	226,389
1989-90	37,910	75,558	76,416	25,732	6,313	6,181	2,183	3,007	233,300
1990-91	39,319	80,278	71,013	23,916	6,515	4,621	2,250	2,993	230,905
1991-92	42,253	78,389	72,834	20,205	6,311	5,569	2,118	2,317	229,996
1992-93	56,802	79,024	70,399	20,034	5,867	4,522	1,828	3,088	241,564
1993-94	63,393	67,002	73,394	18,740	5,801	5,061	1,755	3,167	238,313
1994-95	66,360	64,310	73,181	16,994	5,864	4,019	2,445	3,266	236,439
1995-96	68,862	65,970	71,960	17,797	6,213	3,921	1,848	3,241	239,812

AGE GROUP 6-21

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	1,073,604	1,734,417	1,010,733	124,029	53,948	22,916	15,270	31,546	4,066,463
1987-88	1,176,191	1,628,586	1,006,280	144,180	55,774	21,053	12,344	29,202	4,073,610
1988-89	1,265,882	1,621,483	1,007,898	134,734	55,172	23,790	11,906	33,084	4,153,949
1989-90	1,335,382	1,593,100	1,057,693	135,803	56,652	28,020	12,164	25,260	4,244,074
1990-91	1,432,619	1,590,840	1,094,779	125,773	58,322	24,724	12,054	24,401	4,363,512
1991-92	1,563,399	1,625,742	1,053,112	112,118	63,042	28,227	11,533	21,273	4,478,446
1992-93	1,831,148	1,456,118	1,078,301	112,232	57,111	26,860	11,752	24,799	4,598,321
1993-94	2,063,486	1,401,350	1,081,224	103,098	45,703	23,140	12,080	26,900	4,756,981
1994-95	2,176,439	1,406,640	1,097,684	99,911	48,783	22,325	12,825	28,113	4,892,720
1995-96	2,286,505	1,445,966	1,093,198	104,122	50,471	21,253	12,856	27,928	5,042,299

AGE GROUP 3-21

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	1,190,502	1,789,946	1,088,960	144,555	72,910	24,014	15,710	37,249	4,363,846
1987-88	1,299,055	1,671,744	1,093,596	169,280	75,875	22,119	12,824	35,380	4,379,873
1988-89	1,406,246	1,675,189	1,095,493	160,840	71,870	24,870	12,244	39,657	4,486,409
1989-90	1,494,936	1,635,730	1,156,572	161,757	76,850	29,079	12,607	32,895	4,600,426
1990-91	1,596,342	1,638,786	1,194,012	155,793	77,219	25,693	12,402	31,653	4,731,900
1991-92	1,736,763	1,667,178	1,161,619	130,102	89,293	29,158	11,783	25,667	4,851,563
1992-93	2,051,166	1,512,717	1,219,867	134,431	70,333	28,401	12,065	32,069	5,061,049
1993-94	2,300,956	1,445,525	1,232,312	125,551	66,232	24,123	12,635	35,945	5,243,279
1994-95	2,419,665	1,451,297	1,249,684	119,450	55,853	22,958	13,070	40,587	5,372,564
1995-96	2,556,076	1,494,273	1,256,012	124,346	57,104	21,982	13,055	41,717	5,564,565

Beginning in 1987-88, data on youth with disabilities served in correctional facilities were collected as duplicated counts of data reported under one of the other environments. Prior to this time, a separate unduplicated count was collected for students served in correctional facilities. These students are excluded from the totals in the years prior to 1987-88.

Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they recieved services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

Reporting on autism and traumatic brain injury was required under IDEA beginning in 1992-93 and was optional in 1991-92.

RESID=RESIDENTIAL; HOSP=HOSPITAL; ENVIR=ENVIRONMENT

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability During the 1986-87 Through 1995-96 School Years

SPECIFIC LEARNING DISABILITIES

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	301,589	1,155,533	401,095	20,755	8,819	613	1,028	7,743	1,897,175
1987-88	336,542	1,131,297	415,193	17,500	8,310	983	949	2,311	1,913,085
1988-89	388,991	1,148,804	415,004	18,811	7,376	1,359	807	2,193	1,983,345
1989-90	423,425	1,148,624	443,840	17,963	8,622	1,578	898	2,220	2,047,170
1990-91	483,392	1,151,746	480,313	13,232	9,351	1,478	1,380	4,939	2,145,831
1991-92	560,661	1,231,560	455,645	13,165	7,839	1,929	939	2,183	2,273,921
1992-93	821,344	1,035,787	473,008	10,462	8,026	2,751	909	5,552	2,357,839
1993-94	957,770	1,000,140	457,622	7,625	6,268	1,994	1,023	3,757	2,436,199
1994-95	1,032,624	996,417	461,828	8,401	7,066	2,082	1,193	4,092	2,513,703
1995-96	1,096,646	1,018,455	448,986	9,284	7,509	1,858	1,354	4,417	2,588,509

SPEECH OR LANGUAGE IMPAIRMENTS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	667,074	225,990	39,216	4,781	10,836	247	282	2,908	951,334
1987-88	704,034	185,730	35,978	3,211	10,487	454	497	549	940,940
1988-89	731,585	184,209	36,747	3,059	10,598	376	458	1,010	968,042
1989-90	756,832	174,009	37,563	2,855	11,656	811	293	770	984,789
1990-91	776,247	136,779	55,549	3,223	10,097	246	411	1,480	984,032
1991-92	845,601	90,278	38,456	1,907	11,900	344	291	458	989,235
1992-93	811,166	106,402	59,315	2,272	11,246	477	130	1,256	992,264
1993-94	877,007	76,160	45,228	1,590	1,232	166	167	471	1,002,021
1994-95	879,681	78,125	45,892	1,936	1,327	170	145	643	1,007,919
1995-96	892,251	65,770	45,364	1,792	1,381	129	158	761	1,007,606

MENTAL RETARDATION

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	19,864	164,861	353,486	53,396	8,149	4,594	2,497	2,834	609,681
1987-88	33,807	142,570	342,194	60,929	6,847	4,040	2,323	2,043	594,753
1988-89	33,825	128,171	336,457	56,511	7,846	4,380	2,278	1,986	571,454
1989-90	37,942	112,997	343,454	51,200	6,581	5,621	2,271	2,124	562,190
1990-91	40,943	126,876	321,823	48,252	6,079	3,855	2,168	2,387	552,383
1991-92	26,731	134,235	312,403	40,650	5,928	4,692	1,414	1,653	527,706
1992-93	37,466	141,028	298,957	35,871	5,799	3,119	1,375	2,770	526,385
1993-94	47,317	144,298	314,669	32,454	6,014	2,642	1,242	3,028	551,664
1994-95	55,118	154,354	317,803	29,861	5,809	2,137	1,363	2,706	569,151
1995-96	60,189	167,587	318,291	29,357	5,514	2,086	1,254	2,817	587,095

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Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they recieved services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability During the 1986-87 Through 1995-96 School Years

EMOTIONAL DISTURBANCE

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	36,828	128,409	132,531	25,417	16,698	6,092	8,457	5,173	359,605
1987-88	47,038	122,990	129,416	33,483	20,179	6,684	6,289	8,267	374,346
1988-89	52,819	112,622	134,264	29,866	20,259	7,975	6,309	10,821	374,935
1989-90	56,366	107,910	141,704	32,075	19,657	8,330	5,920	7,654	379,616
1990-91	65,462	113,588	139,303	29,914	22,103	7,709	5,966	5,664	389,709
1991-92	61,854	108,437	144,024	30,299	24,100	9,423	6,019	6,034	390,190
1992-93	77,415	105,186	138,735	33,440	20,728	7,186	6,576	5,039	394,305
1993-94	81,975	103,321	141,519	33,189	20,628	5,974	6,669	7,326	400,601
1994-95	93,335	101,866	149,076	35,022	22,608	7,111	6,907	7,687	423,612
1995-96	102,308	103,072	149,478	37,053	23,434	6,522	6,792	7,113	435,772

MULTIPLE DISABILITIES

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	3,313	14,706	35,906	10,471	4,658	2,684	1,384	2,318	75,440
1987-88	4,867	10,081	34,725	15,383	5,274	2,025	983	2,368	75,706
1988-89	5,503	11,037	36,094	15,034	5,183	2,090	1,072	2,173	78,186
1989-90	5,141	12,355	37,891	19,552	5,993	2,155	1,248	2,312	86,647
1990-91	6,195	16,085	39,999	19,521	6,329	2,261	1,013	1,973	93,376
1991-92	5,764	16,778	43,735	14,823	6,153	2,242	1,241	2,077	92,813
1992-93	7,801	19,664	45,994	18,483	5,922	2,215	1,332	1,822	103,233
1993-94	9,873	21,553	48,034	18,004	5,809	2,083	1,415	2,187	108,958
1994-95	8,116	10,751	46,314	13,727	5,967	1,844	1,344	2,237	90,300
1995-96	9,268	14,428	47,402	14,673	6,250	1,449	1,443	2,220	97,133

HEARING IMPAIRMENTS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	11,987	13,930	18,399	2,713	2,075	5,591	655	235	55,585
1987-88	13,613	11,632	19,615	3,859	2,140	4,236	536	131	55,762
1988-89	14,791	11,573	18,446	3,134	1,555	4,970	430	128	55,027
1989-90	15,146	10,170	17,782	3,908	2,028	6,423	479	117	56,053
1990-91	16,157	11,844	19,693	3,504	1,988	6,261	383	315	60,145
1991-92	16,469	12,477	19,017	3,512	2,327	6,548	474	80	60,904
1992-93	18,276	12,227	17,435	3,448	1,674	8,146	542	234	61,982
1993-94	20,266	13,230	20,295	2,701	1,963	7,030	531	147	66,163
1994-95	22,539	12,443	18,381	2,447	1,850	5,894	652	133	64,339
1995-96	24,034	12,532	17,778	2,818	1,791	6,648	663	175	66,439

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Beginning in 1989-90, States were instructed to report students in regular class, resource room, and separate class placements based on the percent of time they recieved services OUTSIDE the regular class (<21, 21-60, and >60, respectively) instead of the percent of time they received special education.

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Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability During the 1986-87 Through 1995-96 School Years

ORTHOPEDIC IMPAIRMENTS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	11,255	10,738	15,260	3,985	1,273	252	231	3,429	46,423
1987-88	13,128	8,509	15,004	4,965	1,282	210	240	3,916	47,254
1988-89	13,648	8,668	15,605	3,905	1,257	148	195	3,223	46,649
1989-90	14,410	9,199	16,867	3,915	914	204	272	2,890	48,671
1990-91	15,089	11,349	16,858	3,595	922	154	205	2,862	51,034
1991-92	16,410	10,632	17,374	2,849	828	133	318	2,074	50,618
1992-93	18,557	10,581	18,014	2,757	771	194	104	1,854	52,832
1993-94	21,397	11,819	19,018	2,264	742	172	89	1,675	57,176
1994-95	23,607	12,442	19,095	2,654	733	162	90	1,589	60,372
1995-96	25,357	12,901	18,964	2,634	662	60	87	1,504	62,169

OTHER HEALTH IMPAIRMENTS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	13,882	12,921	9,032	1,647	746	250	350	6,709	45,537
1987-88	14,764	10,062	9,058	3,765	832	187	199	9,437	48,304
1988-89	15,864	10,781	10,405	3,258	853	197	218	11,424	53,000
1989-90	16,712	11,952	13,041	3,284	873	195	367	7,026	53,450
1990-91	17,802	16,319	15,469	3,323	979	283	289	4,489	58,953
1991-92	19,266	15,062	11,678	1,142	648	83	194	6,448	54,521
1992-93	26,233	17,969	13,477	1,090	527	170	143	5,956	65,565
1993-94	33,469	22,581	17,818	1,049	464	102	201	7,885	83,569
1994-95	45,439	30,952	19,751	1,210	608	120	215	8,522	106,817
1995-96	58,495	40,813	24,932	1,483	798	103	219	8,412	135,255

VISUAL IMPAIRMENTS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	7,681	6,884	5,020	614	634	2,228	289	168	23,518
1987-88	8,260	5,602	4,548	794	385	1,900	286	122	21,897
1988-89	8,684	5,539	4,431	803	212	1,962	84	108	21,823
1989-90	9,250	5,561	4,960	778	274	2,181	375	129	23,508
1990-91	11,177	6,159	5,295	925	410	2,125	219	260	26,570
1991-92	9,937	5,325	4,923	767	1,370	2,379	286	106	25,093
1992-93	10,769	4,987	4,266	930	399	2,029	191	120	23,691
1993-94	11,252	5,299	4,567	630	404	2,366	173	135	24,826
1994-95	11,534	5,295	4,322	729	474	2,384	234	132	25,104
1995-96	12,021	5,186	4,299	869	488	1,978	201	145	25,187

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Table AB8

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AUTISM

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1991-92	472	700	4,894	2,728	914	92	247	88	10,135
1992-93	1,381	1,477	7,660	3,113	1,107	180	307	94	15,319
1993-94	1,813	1,531	10,309	3,169	1,260	324	405	93	18,904
1994-95	2,434	2,127	12,518	3,433	1,479	152	505	125	22,773
1995-96	3,212	2,840	14,360	3,704	1,788	168	480	123	26,675

DEAF-BLINDNESS

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	129	445	786	250	60	365	97	29	2,161
1987-88	138	113	549	291	38	334	42	58	1,563
1988-89	172	79	445	353	33	333	55	18	1,488
1989-90	158	323	591	273	54	522	41	18	1,980
1990-91	155	95	477	284	64	352	20	32	1,479
1991-92	82	87	510	235	63	360	42	25	1,404
1992-93	194	153	497	247	89	363	26	15	1,584
1993-94	102	106	459	255	67	275	32	29	1,325
1994-95	129	120	501	265	50	248	36	35	1,384
1995-96	158	146	591	225	55	223	44	27	1,469

TRAUMATIC BRAIN INJURY

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1991-92	152	171	453	41	972	2	68	47	1,906
1992-93	546	657	943	119	823	30	117	87	3,322
1993-94	1,245	1,312	1,686	168	852	12	133	167	5,575
1994-95	1,883	1,748	2,203	226	812	21	141	212	7,246
1995-96	2,566	2,236	2,753	230	801	29	161	214	8,990

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Table AB8

Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability During the 1986-87 Through 1995-96 School Years

ALL DISABILITIES

	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESID FACILITY	PRIVATE RESID FACILITY	HOME HOSP ENVIR	TOTAL
1986-87	1,073,604	1,734,417	1,010,733	124,029	53,948	22,916	15,270	31,546	4,066,463
1987-88	1,176,191	1,628,586	1,006,280	144,180	55,774	21,053	12,344	29,202	4,073,610
1988-89	1,265,882	1,621,483	1,007,898	134,734	55,172	23,790	11,906	33,084	4,153,949
1989-90	1,335,382	1,593,100	1,057,693	135,803	56,652	28,020	12,164	25,260	4,244,074
1990-91	1,432,619	1,590,840	1,094,779	125,773	58,322	24,724	12,054	24,401	4,363,512
1991-92	1,563,399	1,625,742	1,053,112	112,118	63,042	28,227	11,533	21,273	4,478,446
1992-93	1,831,148	1,456,118	1,078,301	112,232	57,111	26,860	11,752	24,799	4,598,321
1993-94	2,063,486	1,401,350	1,081,224	103,098	45,703	23,140	12,080	26,900	4,756,981
1994-95	2,176,439	1,406,640	1,097,684	99,911	48,783	22,325	12,825	28,113	4,892,720
1995-96	2,286,505	1,445,966	1,093,198	104,122	50,471	21,253	12,856	27,928	5,042,299

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC1

Total Number of Teachers Employed, Vacant Funded Positions (In Full-Time Equivalency), and Number of Teachers Retained to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-5 During the 1995-96 School Year

	EMPLOYED			TOTAL	RETAINED TEACHERS	
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	POSITIONS (EMPLOYED + VACANT)	FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	708	28	15	751	504	20
ALASKA	64	2	0	66	54	2
ARIZONA	137	144	12	292	131	140
ARKANSAS	148	161	6	315	107	108
CALIFORNIA	1,728	148	7	1,883	1,655	76
COLORADO	118	40	1	160	94	24
CONNECTICUT	0	0	0	0	0	0
DELAWARE	140	17	2	158	122	16
DISTRICT OF COLUMBIA	65	0	0	65	65	0
FLORIDA	1,374	107	48	1,528	1,239	65
GEORGIA	500	17	5	523	452	7
HAWAII	221	17	1	239	211	2
IDAHO	183	5	0	188	151	2
ILLINOIS	941	10	24	975	785	0
INDIANA	400	34	2	436	380	21
IOWA	229	27	3	259	201	3
KANSAS	319	.	5	324	264	.
KENTUCKY	1,549	105	24	1,678	1,434	159
LOUISIANA	466	320	4	790	419	238
MAINE	206	9	0	215	189	4
MARYLAND	273	19	5	297	258	16
MASSACHUSETTS	463	.	5	467	441	.
MICHIGAN	636	68	0	704	553	46
MINNESOTA	672	50	7	729	615	21
MISSISSIPPI	262	26	5	292	238	12
MISSOURI	446	78	3	527	266	78
MONTANA	82	4	9	95	19	0
NEBRASKA	82	20	0	102	66	19
NEVADA	236	16	3	255	204	16
NEW HAMPSHIRE	94	5	0	99	86	5
NEW JERSEY	951	0	7	958	872	0
NEW MEXICO	169	25	6	200	135	18
NEW YORK	1,857	825	78	2,760	1,634	501
NORTH CAROLINA	539	82	21	642	506	62
NORTH DAKOTA	77	3	1	81	69	2
OHIO	1,111	0	133	1,244	729	0
OKLAHOMA	235	9	1	245	222	6
OREGON	376	.	31	408	.	.
PENNSYLVANIA	1,152	0	2	1,154	963	0
PUERTO RICO	90	0	0	90	0	0
RHODE ISLAND	117	3	2	122	117	2
SOUTH CAROLINA	477	23	14	514	419	13
SOUTH DAKOTA	93	2	0	95	79	2
TENNESSEE	314	1	3	318	314	1
TEXAS	.	.	.	.	.	.
UTAH	141	31	5	176	129	28
VERMONT	87	0	1	89	83	0
VIRGINIA	1,232	214	31	1,477	1,144	147
WASHINGTON	584	22	3	609	517	19
WEST VIRGINIA	150	35	1	186	136	24
WISCONSIN	658	3	25	686	679	1
WYOMING	68	4	1	73	67	2
AMERICAN SAMOA	2	11	0	13	2	10
GUAM	7	0	0	7	6	0
NORTHERN MARIANAS	2	.	0	2	2	.
PALAU	1	1	0	2	1	1
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	23,232	2,770	561	26,564	20,025	1,936
50 STATES, D.C. & P.R.	23,220	2,758	561	26,540	20,014	1,925

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

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Table AC2

Total Number of Teachers Employed, Vacant Funded Positions (In Full-Time Equivalency), and Number of Teachers Retained to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 6-21 During the 1995-96 School Year

STATE	-------EMPLOYED------- FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	TOTAL POSITIONS (EMPLOYED + VACANT)	--RETAINED TEACHERS--- FULLY CERTIFIED	NOT FULLY CERTIFIED
ALABAMA	5,551	264	65	5,880	4,771	201
ALASKA	532	21	0	553	440	16
ARIZONA	3,324	358	71	3,753	3,198	300
ARKANSAS	2,790	154	72	3,016	2,426	88
CALIFORNIA	20,251	3,250	408	23,909	19,045	1,835
COLORADO	2,798	547	15	3,360	2,169	286
CONNECTICUT	5,168	0	0	5,168	0	0
DELAWARE	1,193	236	0	1,429	1,124	217
DISTRICT OF COLUMBIA	821	12	4	837	825	0
FLORIDA	12,955	1,764	270	14,989	11,810	1,127
GEORGIA	8,416	346	90	8,852	7,433	198
HAWAII	828	239	6	1,072	803	165
IDAHO	1,357	18	27	1,401	1,266	10
ILLINOIS	17,544	176	534	18,254	13,808	2
INDIANA	5,229	608	10	5,847	4,528	502
IOWA	3,278	575	1	3,854	2,878	70
KANSAS	3,083	.	46	3,129	2,690	.
KENTUCKY	4,894	330	65	5,289	4,416	177
LOUISIANA	5,242	2,163	100	7,505	4,754	1,379
MAINE	1,832	85	3	1,920	1,690	34
MARYLAND	6,077	550	87	6,714	5,693	244
MASSACHUSETTS	8,292	.	106	8,397	8,037	.
MICHIGAN	11,484	659	26	12,168	10,024	394
MINNESOTA	6,228	539	26	6,793	5,792	257
MISSISSIPPI	3,681	338	104	4,123	3,373	186
MISSOURI	7,644	837	111	8,593	7,012	764
MONTANA	769	39	86	894	182	1
NEBRASKA	1,896	114	6	2,016	1,685	53
NEVADA	1,596	34	10	1,640	1,437	16
NEW HAMPSHIRE	1,409	183	6	1,598	1,297	147
NEW JERSEY	13,467	0	372	13,839	12,501	0
NEW MEXICO	2,953	394	41	3,389	2,431	268
NEW YORK	25,306	5,056	143	30,505	23,565	3,351
NORTH CAROLINA	6,805	714	127	7,647	6,446	518
NORTH DAKOTA	816	29	15	860	776	21
OHIO	13,376	305	313	13,994	11,425	0
OKLAHOMA	3,658	83	6	3,747	3,462	62
OREGON	2,917	57	34	3,007	2,629	31
PENNSYLVANIA	13,119	0	5	13,124	11,993	0
PUERTO RICO	2,657	0	7	2,664	0	0
RHODE ISLAND	1,395	6	3	1,404	1,361	0
SOUTH CAROLINA	4,134	268	107	4,509	3,688	149
SOUTH DAKOTA	798	16	4	818	683	12
TENNESSEE	4,314	0	13	4,327	4,314	0
TEXAS	20,290	2,795	.	23,085	17,186	1,309
UTAH	2,233	70	8	2,311	2,056	37
VERMONT	747	4	4	754	668	0
VIRGINIA	8,885	1,028	62	9,974	8,281	567
WASHINGTON	4,230	58	24	4,312	3,773	45
WEST VIRGINIA	2,264	267	23	2,554	2,123	135
WISCONSIN	6,419	142	55	6,616	5,417	70
WYOMING	723	0	0	723	.	.
AMERICAN SAMOA	11	44	0	55	10	40
GUAM	159	3	15	177	153	2
NORTHERN MARIANAS	39	.	4	43	19	.
PALAU	10	19	2	31	9	18
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	369	49	17	435	329	37
U.S. AND OUTLYING AREAS	298,253	25,845	3,757	327,855	259,902	15,341
50 STATES, D.C. & P.R.	297,664	25,730	3,719	327,114	259,382	15,245

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1995-96 School Year

STATE	SPECIFIC LEARNING DISABILITIES			SPEECH OR LANGUAGE IMPAIRMENTS		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	1,554	74	22	548	13	8
ARKANSAS	1,359	79	6	421	10	58
COLORADO	1,531	311	6	.	.	.
CONNECTICUT	2,476	0	0	803	0	0
DELAWARE	0	0	0	77	27	0
ILLINOIS	4,880	18	80	2,487	117	155
INDIANA	2,172	218	1	2,487	117	155
IOWA	211	40	0	4	0	0
KENTUCKY	1,540	105	9	598	37	19
LOUISIANA	1,670	961	7	903	25	77
MAINE	724	37	0	390	6	2
MARYLAND	1,670	961	7	903	25	77
MINNESOTA	2,475	130	3	.	.	.
MISSISSIPPI	2,158	177	37	633	79	45
MISSOURI	3,616	317	27	1,241	20	44
MONTANA	439	22	49	155	8	17
NEBRASKA	762	28	1	459	27	4
NEVADA	1,016	25	1	196	5	2
NEW HAMPSHIRE	679	66	1	226	12	0
NORTH CAROLINA	2,563	191	22	873	72	48
NORTH DAKOTA	344	13	4	118	4	4
OHIO	3,989	98	102	1,590	28	44
OKLAHOMA	1,804	26	1	160	13	2
SOUTH CAROLINA	1,587	124	6	586	2	35
TENNESSEE	2,069	0	4	489	0	5
VERMONT	366	1	1	734	73	9
VIRGINIA	4,421	437	20	734	73	9
WEST VIRGINIA	1,001	93	9	.	.	.

States were allowed to use their own classification scheme in identifying special education teachers. Thirty States and outlying areas used schemes other than the federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1995-96 School Year

	MENTAL RETARDATION			EMOTIONAL DISTURBANCE		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	2,106	54	16	452	59	9
ARKANSAS	709	46	6	31	2	0
COLORADO	226	44	2	446	97	3
CONNECTICUT	621	0	0	697	0	0
DELAWARE	0	0	0	0	0	0
ILLINOIS	2,043	3	54	2,147	30	83
INDIANA	1,718	190	4	615	144	0
IOWA	477	32	0	378	121	1
KENTUCKY	1,451	85	14	375	59	12
LOUISIANA	1,060	456	2	455	342	3
MAINE	151	6	1	297	24	0
MARYLAND	1,060	456	2	455	342	3
MINNESOTA	1,645	72	2	1,645	303	14
MISSISSIPPI	607	53	13	29	3	3
MISSOURI	1,433	223	16	876	177	19
MONTANA	53	3	6	52	3	6
NEBRASKA	344	627	0	137	11	0
NEVADA	162	1	0	104	2	3
NEW HAMPSHIRE	130	12	1	157	70	1
NORTH CAROLINA	1,708	188	21	772	193	19
NORTH DAKOTA	223	0	1	79	9	6
OHIO	4,025	55	80	1,345	73	35
OKLAHOMA	980	12	1	285	16	1
SOUTH CAROLINA	1,121	75	36	359	33	12
TENNESSEE	817	0	0	188	0	4
VERMONT	131	0	0	135	2	1
VIRGINIA	1,517	173	9	1,145	182	2
WEST VIRGINIA	817	90	2	235	47	6

States were allowed to use their own classification scheme in identifying special education teachers. Thirty States and outlying areas used schemes other than the federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1995-96 School Year

	MULTIPLE DISABILITIES			HEARING IMPAIRMENTS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	143	4	1	147	4	5
ARKANSAS	56	4	0	25	1	0
COLORADO	250	48	2	108	10	0
CONNECTICUT	0	0	0	61	0	0
DELAWARE	0	0	0	30	12	0
ILLINOIS	74	17	0	667	7	13
INDIANA	115	15	0	230	2	4
IOWA	74	17	0	93	11	0
KENTUCKY	123	9	0	132	6	2
LOUISIANA	77	46	0	186	37	1
MAINE	153	8	0	25	1	0
MARYLAND	77	46	0	186	37	1
MINNESOTA	.	.	.	225	10	1
MISSISSIPPI	50	4	4	74	3	3
MISSOURI	55	0	0	125	8	1
MONTANA	22	1	3	10	1	1
NEBRASKA	31	5	0	40	1	2
NEVADA	37	1	0	36	0	0
NEW HAMPSHIRE	68	6	0	26	2	0
NORTH CAROLINA	141	18	4	149	6	3
NORTH DAKOTA	141	18	4	35	2	1
OHIO	1,708	38	36	291	3	8
OKLAHOMA	190	5	1	86	1	0
SOUTH CAROLINA	24	4	0	131	7	7
TENNESSEE	169	0	0	124	0	0
VERMONT	27	0	1	12	0	0
VIRGINIA	364	52	3	209	5	4
WEST VIRGINIA	.	.	.	67	10	2

States were allowed to use their own classification scheme in identifying special education teachers. Thirty States and outlying areas used schemes other than the federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1995-96 School Year

	ORTHOPEDIC IMPAIRMENTS			OTHER HEALTH IMPAIRMENTS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	15	1	0	35	3	0
ARKANSAS	10	1	0	153	9	0
COLORADO	170	33	1	153	9	0
CONNECTICUT	29	0	0	0	0	0
DELAWARE	0	0	0	0	0	0
ILLINOIS	309	1	17	0	0	0
INDIANA	85	4	1	78	6	0
IOWA	15	0	0	0	0	0
KENTUCKY	21	1	0	71	6	0
LOUISIANA	88	24	0	161	79	0
MAINE	6	0	0	57	2	0
MARYLAND	88	24	0	161	79	0
MINNESOTA	60	20	0	20	0	0
MISSISSIPPI	88	9	1	20	0	0
MISSOURI	161	92	2	20	0	0
MONTANA	3	0	0	25	1	3
NEBRASKA	33	3	0	65	0	0
NEVADA	9	0	4	9	0	0
NEW HAMPSHIRE	23	1	0	70	10	2
NORTH CAROLINA	63	2	0	265	17	0
NORTH DAKOTA	2	0	0	2	0	0
OHIO	202	8	7	0	0	0
OKLAHOMA	26	2	0	46	5	0
SOUTH CAROLINA	66	1	2	18	0	1
TENNESSEE	83	0	0	246	0	0
VERMONT	8	0	0	40	0	1
VIRGINIA	73	8	0	65	6	1
WEST VIRGINIA	39	2	0	26	3	0

States were allowed to use their own classification scheme in identifying special education teachers. Thirty States and outlying areas used schemes other than the federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1995-96 School Year

	VISUAL IMPAIRMENTS			AUTISM		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	52	5	1	17	0	1
ARKANSAS	7	0	0	15	1	0
COLORADO	40	2	1	9	1	0
CONNECTICUT	26	0	0	0	0	0
DELAWARE	6	7	0	23	6	0
ILLINOIS	234	1	14	13	0	0
INDIANA	96	6	0	92	20	0
IOWA	23	7	0	11	0	0
KENTUCKY	88	3	3	18	1	0
LOUISIANA	70	10	5	101	61	2
MAINE	8	0	0	16	1	0
MARYLAND	70	10	5	101	61	2
MINNESOTA	77	4	3	56	0	1
MISSISSIPPI	21	6	0	4	0	0
MISSOURI	64	0	2	60	0	0
MONTANA	3	0	0	3	0	0
NEBRASKA	8	12	0	9	1	0
NEVADA	17	0	1	8	0	0
NEW HAMPSHIRE	13	0	1	11	2	0
NORTH CAROLINA	88	4	2	169	22	8
NORTH DAKOTA	10	0	0	4	1	0
OHIO	89	3	2	0	0	0
OKLAHOMA	45	1	0	22	1	0
SOUTH CAROLINA	70	4	5	26	2	2
TENNESSEE	72	0	0	42	0	0
VERMONT	3	0	0	11	0	0
VIRGINIA	105	13	4	121	11	0
WEST VIRGINIA	3	0	0	20	17	1

States were allowed to use their own classification scheme in identifying special education teachers. Thirty States and outlying areas used schemes other than the federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1995-96 School Year

	DEAF-BLINDNESS			TRAUMATIC BRAIN INJURY		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	1	0	0	2	0	0
ARKANSAS	0	0	0	4	0	0
COLORADO	9	1	0	9	1	0
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0
ILLINOIS	0	0	0	1	0	0
INDIANA	8	1	0	20	2	0
IOWA	0	0	0	0	0	0
KENTUCKY	10	0	0	10	0	0
LOUISIANA	5	1	0	6	3	0
MAINE	1	0	0	5	0	0
MARYLAND	5	1	0	6	3	0
MINNESOTA	1	0	0	0	0	1
MISSISSIPPI	2	0	0	15	1	0
MISSOURI	14	0	0	0	0	1
MONTANA	1	0	0	3	0	0
NEBRASKA	0	0	0	8	0	0
NEVADA	1	0	0	2	0	0
NEW HAMPSHIRE	3	0	0	2	1	0
NORTH CAROLINA	0	0	0	15	1	0
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	0	0	0	0	0
OKLAHOMA	5	0	0	11	1	0
SOUTH CAROLINA	0	0	0	1	0	0
TENNESSEE	2	0	0	12	0	0
VERMONT	1	0	0	3	0	0
VIRGINIA	1	8	0	5	0	0
WEST VIRGINIA	8	1	0	6	1	2

States were allowed to use their own classification scheme in identifying special education teachers. Thirty States and outlying areas used schemes other than the federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC3

Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21

During the 1995-96 School Year

	CROSS CATEGORICAL		
	EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	479	48	2
ARKANSAS	0	0	0
COLORADO	0	0	0
CONNECTICUT	455	0	0
DELAWARE	1,057	184	0
ILLINOIS	4,764	0	120
INDIANA	4,764	0	120
IOWA	1,993	347	0
KENTUCKY	458	19	7
LOUISIANA	460	119	2
MAINE	6,077	550	87
MARYLAND	6,077	550	87
MINNESOTA	26	0	0
MISSISSIPPI	26	0	0
MISSOURI	26	0	0
MONTANA	26	0	0
NEBRASKA	26	0	0
NEVADA	26	0	0
NEW HAMPSHIRE	26	0	0
NORTH CAROLINA	26	0	0
NORTH DAKOTA	26	0	0
OHIO	137	0	0
OKLAHOMA	137	0	0
SOUTH CAROLINA	144	15	3
TENNESSEE	144	15	3
VERMONT	11	0	0
VIRGINIA	125	59	11
WEST VIRGINIA	.	.	.

States were allowed to use their own classification scheme in identifying special education teachers. Thirty States and outlying areas used schemes other than the federal disability categories. For more information on the classification scheme used, see the data notes at the end of these tables.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1995-96 School Year

	SCHOOL SOCIAL WORKERS			OCCUPATIONAL THERAPISTS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	12	0	0	47	1	5
ALASKA	1	1	0	30	0	0
ARIZONA	104	2	0	57	4	11
ARKANSAS	2	2	5	32	22	20
CALIFORNIA	44	1	1	92	17	3
COLORADO	278	13	2	145	11	10
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	2	2	6
DISTRICT OF COLUMBIA	64	0	0	28	0	0
FLORIDA	319	0	0	214	3	40
GEORGIA	105	3	1	107	0	12
HAWAII	41	0	5	15	0	0
IDAHO	53	0	0	32	0	10
ILLINOIS	2,031	179	23	447	0	0
INDIANA	51	1	3	117	4	1
IOWA	210	0	0	54	0	4
KANSAS	185	.	1	86	.	15
KENTUCKY	23	1	0	66	0	16
LOUISIANA	253	4	4	106	3	10
MAINE	109	0	0	73	0	2
MARYLAND	273	7	22	151	2	4
MASSACHUSETTS	684	.	11	189	.	10
MICHIGAN	994	108	1	357	3	0
MINNESOTA	687	0	0	372	0	1
MISSISSIPPI	20	1	1	19	0	0
MISSOURI	72	0	0	103	0	0
MONTANA	11	0	0	15	1	2
NEBRASKA	9	0	0	20	0	1
NEVADA	3	0	0	10	0	8
NEW HAMPSHIRE	37	7	0	110	2	2
NEW JERSEY	1,523	0	14	202	0	10
NEW MEXICO	132	9	10	166	2	32
NEW YORK	2,686	141	114	1,378	.	269
NORTH CAROLINA	173	13	5	127	0	21
NORTH DAKOTA	47	2	0	31	0	1
OHIO	0	0	0	279	13	42
OKLAHOMA	5	0	0	43	1	2
OREGON	38	2	0	96	1	3
PENNSYLVANIA	161	0	1	270	0	0
PUERTO RICO	116	0	1	9	0	2
RHODE ISLAND	107	0	0	54	4	0
SOUTH CAROLINA	56	20	3	62	1	6
SOUTH DAKOTA	10	0	0	50	0	0
TENNESSEE	26	0	0	81	0	1
TEXAS	5	57	.	1	174	.
UTAH	25	2	0	46	0	4
VERMONT	20	0	0	16	2	0
VIRGINIA	398	19	1	198	0	21
WASHINGTON	102	0	7	334	3	9
WEST VIRGINIA	1	0	0	21	0	7
WISCONSIN	452	2	1	312	1	0
WYOMING	65	.	0	36	.	5
AMERICAN SAMOA	0	0	0	1	0	0
GUAM	5	0	0	3	0	3
NORTHERN MARIANAS	0	.	1	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	11	2	3	4	0	3
U.S. AND OUTLYING AREAS	12,838	598	240	6,915	275	632
50 STATES, D.C. & P.R.	12,822	596	236	6,908	275	627

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1995-96 School Year

STATE	RECREATION AND THERAPEUTIC RECREATION SPECIALISTS EMPLOYED FULLY CERTIFIED	RECREATION AND THERAPEUTIC RECREATION SPECIALISTS EMPLOYED NOT FULLY CERTIFIED	RECREATION AND THERAPEUTIC RECREATION SPECIALISTS VACANT POSITIONS	PHYSICAL THERAPISTS EMPLOYED FULLY CERTIFIED	PHYSICAL THERAPISTS EMPLOYED NOT FULLY CERTIFIED	PHYSICAL THERAPISTS VACANT POSITIONS
ALABAMA	1	0	0	33	1	5
ALASKA	0	0	0	23	2	0
ARIZONA	11	0	0	27	1	12
ARKANSAS	1	0	1	41	9	11
CALIFORNIA	1	0	0	26	2	0
COLORADO	.	.	.	48	6	5
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	2	0	2
DISTRICT OF COLUMBIA	12	0	0	11	0	0
FLORIDA	5	0	0	144	1	25
GEORGIA	27	2	2	92	0	3
HAWAII	1	0	0	13	0	0
IDAHO	0	0	0	28	0	3
ILLINOIS	12	0	0	255	0	27
INDIANA	19	1	0	99	3	1
IOWA	7	0	1	31	0	5
KANSAS	0	.	0	48	.	12
KENTUCKY	3	15	0	58	0	7
LOUISIANA	1	0	0	69	0	14
MAINE	1	0	0	48	0	1
MARYLAND	27	12	0	107	0	5
MASSACHUSETTS	.	.	.	104	.	2
MICHIGAN	3	0	0	199	1	1
MINNESOTA	.	.	.	115	0	0
MISSISSIPPI	6	0	1	26	0	5
MISSOURI	0	0	0	47	0	0
MONTANA	0	0	0	12	2	1
NEBRASKA	.	.	.	19	0	1
NEVADA	6	0	0	14	0	5
NEW HAMPSHIRE	8	2	0	49	0	0
NEW JERSEY	11	0	0	143	0	12
NEW MEXICO	2	2	1	78	0	19
NEW YORK	71	.	1	858	.	70
NORTH CAROLINA	13	7	0	105	0	14
NORTH DAKOTA	2	1	0	22	0	1
OHIO	0	0	0	185	7	37
OKLAHOMA	2	0	0	57	1	3
OREGON	2	1	0	74	2	3
PENNSYLVANIA	7	0	1	191	0	2
PUERTO RICO	0	0	0	3	0	0
RHODE ISLAND	4	1	0	35	2	0
SOUTH CAROLINA	1	8	0	53	0	3
SOUTH DAKOTA	6	0	0	42	0	0
TENNESSEE	7	0	0	60	0	1
TEXAS	2	4	.	6	88	.
UTAH	13	2	0	59	5	2
VERMONT	0	0	0	11	0	0
VIRGINIA	1	0	0	159	9	6
WASHINGTON	0	0	0	173	2	10
WEST VIRGINIA	0	0	0	23	0	4
WISCONSIN	.	.	.	200	7	0
WYOMING	.	.	.	22	.	2
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	2	0	0	3	0	3
NORTHERN MARIANAS	1	.	0	.	.	.
PALAU	0	0	0	1	0	1
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	1	0	3	0	4
U.S. AND OUTLYING AREAS	299	59	8	4,352	150	350
50 STATES, D.C. & P.R.	296	58	8	4,345	150	342

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1995-96 School Year

	TEACHER AIDES			PHYSICAL EDUCATION TEACHERS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	1,984	211	11	104	1	1
ALASKA	10	848	6	9	0	0
ARIZONA	1,316	2,163	62	96	5	0
ARKANSAS	1,323	0	14	9	0	2
CALIFORNIA	20,192	6,296	321	760	52	8
COLORADO	3,067	.	0	37	2	0
CONNECTICUT	4,268	0	0	0	0	0
DELAWARE	127	7	0	0	0	0
DISTRICT OF COLUMBIA	327	.	0	46	0	0
FLORIDA	9,222	0	96	191	12	0
GEORGIA	4,701	100	24	57	1	0
HAWAII	454	44	18	3	0	0
IDAHO	1,549	0	34	24	0	4
ILLINOIS	16,323	0	41	165	0	1
INDIANA	4,445	0	4	24	0	0
IOWA	3,035	0	9	15	0	0
KANSAS	5,624	.	23	49	.	1
KENTUCKY	1,843	1,095	23	71	0	0
LOUISIANA	5,934	138	40	369	56	1
MAINE	2,067	66	8	26	0	0
MARYLAND	3,879	0	69	111	6	1
MASSACHUSETTS	6,966	.	363	135	.	1
MICHIGAN	2,892	0	1	78	4	0
MINNESOTA	7,617	0	16	284	49	0
MISSISSIPPI	859	0	9	33	2	0
MISSOURI	4,528	0	0	27	0	0
MONTANA	744	0	15	10	0	0
NEBRASKA	1,736	.	5	.	.	.
NEVADA	838	79	1	39	0	0
NEW HAMPSHIRE	1,793	1,130	10	14	4	0
NEW JERSEY	9,061	0	138	355	0	4
NEW MEXICO	1,085	994	58	47	1	2
NEW YORK	12,223	.	137	1,158	215	3
NORTH CAROLINA	5,198	2	93	34	1	3
NORTH DAKOTA	865	8	0	8	1	0
OHIO	3,491	86	269	169	6	7
OKLAHOMA	1,753	82	0	17	0	0
OREGON	2,193	1,339	47	106	0	0
PENNSYLVANIA	6,542	0	3	74	0	1
PUERTO RICO	82	0	1	125	0	1
RHODE ISLAND	986	0	0	104	0	0
SOUTH CAROLINA	1,985	389	14	37	0	0
SOUTH DAKOTA	902	0	8	18	0	0
TENNESSEE	3,149	0	25	19	0	1
TEXAS	53	15,827	.	.	.	.
UTAH	0	2,023	5	22	0	0
VERMONT	2,288	0	7	12	0	0
VIRGINIA	5,698	159	30	133	1	1
WASHINGTON	4,069	254	30	37	2	1
WEST VIRGINIA	1,224	0	0	17	0	0
WISCONSIN	4,912	70	27	305	0	1
WYOMING	1,122	.	0	16	.	0
AMERICAN SAMOA	3	0	0	0	0	0
GUAM	0	147	0	0	0	0
NORTHERN MARIANAS	62	.	2	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	210	229	15	9	0	1
U.S. AND OUTLYING AREAS	188,820	33,788	2,129	5,610	422	46
50 STATES, D.C. & P.R.	188,544	33,411	2,112	5,601	422	45

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1995-96 School Year

STATE	SUPERVISORS/ ADMINISTRATORS			OTHER PROFESSIONAL STAFF		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	196	1	2	193	0	7
ALASKA	33	0	0	89	0	0
ARIZONA	162	5	0	119	6	1
ARKANSAS	147	24	1	12	0	5
CALIFORNIA	823	6	3	3,578	133	65
COLORADO	116	18	1	204	32	2
CONNECTICUT	100	0	0	0	0	0
DELAWARE	6	1	1	0	0	1
DISTRICT OF COLUMBIA	22	0	0	39	0	0
FLORIDA	355	0	2	1,448	0	11
GEORGIA	362	1	2	354	3	4
HAWAII	13	0	0	14	0	0
IDAHO	85	1	0	0	0	0
ILLINOIS	803	3	6	882	0	37
INDIANA	264	11	1	1,279	0	0
IOWA	143	5	2	357	13	3
KANSAS	54	.	0	166	.	0
KENTUCKY	185	4	6	91	1	7
LOUISIANA	246	0	4	300	6	1
MAINE	116	7	0	77	5	0
MARYLAND	279	19	8	286	22	7
MASSACHUSETTS	326	.	2	1,768	.	22
MICHIGAN	458	90	0	270	35	0
MINNESOTA	158	0	1	213	0	0
MISSISSIPPI	177	0	5	114	19	7
MISSOURI	272	0	0	141	0	0
MONTANA	32	3	1	13	0	3
NEBRASKA	74	.	.	2	.	.
NEVADA	55	1	0	144	0	0
NEW HAMPSHIRE	154	8	0	360	4	3
NEW JERSEY	868	0	21	381	0	9
NEW MEXICO	75	5	2	61	4	7
NEW YORK	2,597	103	36	9,086	1,904	130
NORTH CAROLINA	246	11	7	338	17	12
NORTH DAKOTA	61	1	1	19	3	0
OHIO	495	8	16	0	0	0
OKLAHOMA	148	1	1	302	1	2
OREGON	227	10	4	358	102	12
PENNSYLVANIA	1,320	0	0	1,077	0	0
PUERTO RICO	91	0	7	46	0	3
RHODE ISLAND	63	1	0	129	0	0
SOUTH CAROLINA	169	6	2	182	11	1
SOUTH DAKOTA	78	1	2	45	1	0
TENNESSEE	172	0	4	332	0	2
TEXAS	.	.	.	20	41	.
UTAH	108	5	0	46	9	0
VERMONT	.	.	.	27	1	1
VIRGINIA	424	9	8	478	31	2
WASHINGTON	230	3	2	230	9	1
WEST VIRGINIA	72	0	0	98	1	0
WISCONSIN	237	11	13	.	.	.
WYOMING	65	.	0	32	.	0
AMERICAN SAMOA	6	3	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	1	.	1
PALAU	.	.	.	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	34	1	6	6	1	9
U.S. AND OUTLYING AREAS	14,004	385	176	25,808	2,414	377
50 STATES, D.C. & P.R.	13,964	381	170	25,801	2,413	367

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1995-96 School Year

	PSYCHOLOGISTS			DIAGNOSTIC & EVALUATION STAFF		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	47	1	2	154	1	8
ALASKA	77	0	0	.	.	.
ARIZONA	469	10	11	38	3	0
ARKANSAS	3	1	1	112	14	8
CALIFORNIA	2,462	39	26	126	2	0
COLORADO	404	19	4	.	.	.
CONNECTICUT	674	0	0	0	0	0
DELAWARE	83	10	1	0	0	0
DISTRICT OF COLUMBIA	100	0	0	.	.	.
FLORIDA	653	0	11	183	0	5
GEORGIA	495	6	5	91	0	0
HAWAII	6	0	0	142	0	9
IDAHO	120	1	5	6	0	0
ILLINOIS	1,465	105	57	15	0	0
INDIANA	417	6	1	61	0	0
IOWA	310	18	2	44	0	0
KANSAS	416	.	2	13	.	0
KENTUCKY	186	7	10	112	2	4
LOUISIANA	309	7	14	418	0	7
MAINE	83	1	0	56	0	0
MARYLAND	350	8	13	204	4	11
MASSACHUSETTS	522	.	10	.	.	.
MICHIGAN	814	37	1	.	.	.
MINNESOTA	476	19	2	.	.	.
MISSISSIPPI	47	0	0	124	3	6
MISSOURI	19	14	2	505	0	0
MONTANA	92	4	1	0	0	0
NEBRASKA	168	3	0	5	.	.
NEVADA	147	0	1	2	0	0
NEW HAMPSHIRE	117	1	1	107	2	0
NEW JERSEY	1,107	0	19	4,009	0	59
NEW MEXICO	90	16	6	210	56	23
NEW YORK	3,379	330	230	1,352	21	161
NORTH CAROLINA	484	19	27	109	3	5
NORTH DAKOTA	32	3	5	9	0	0
OHIO	1,308	11	24	164	1	1
OKLAHOMA	85	2	1	70	2	0
OREGON	250	10	3	56	4	0
PENNSYLVANIA	836	0	1	15	0	0
PUERTO RICO	7	0	1	14	0	1
RHODE ISLAND	145	0	0	110	2	0
SOUTH CAROLINA	291	7	15	5	1	0
SOUTH DAKOTA	57	2	0	10	0	0
TENNESSEE	261	0	1	61	0	0
TEXAS	82	312	.	2,028	125	.
UTAH	116	3	3	10	0	0
VERMONT	42	1	0	16	1	0
VIRGINIA	536	4	6	89	2	0
WASHINGTON	750	17	9	0	0	0
WEST VIRGINIA	113	5	2	78	0	0
WISCONSIN	772	2	3	248	44	0
WYOMING	52	.	0	57	.	0
AMERICAN SAMOA	0	0	0	3	2	0
GUAM	10	0	2	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	22	4	2	12	0	1
U.S. AND OUTLYING AREAS	22,357	1,064	541	11,253	293	308
50 STATES, D.C. & P.R.	22,325	1,060	537	11,237	291	307

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1995-96 School Year

STATE	AUDIOLOGISTS			WORK-STUDY COORDINATORS		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	14	0	0	13	0	1
ALASKA	4	0	0	.	.	.
ARIZONA	12	1	2	42	6	1
ARKANSAS	1	0	1	3	0	1
CALIFORNIA	57	2	2	41	1	0
COLORADO	33	1	0	.	.	.
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	4	0	0	15	0	0
FLORIDA	40	0	1	88	0	1
GEORGIA	33	0	1	20	1	0
HAWAII	0	0	0	5	0	0
IDAHO	11	0	5	20	0	0
ILLINOIS	45	0	0	.	.	.
INDIANA	12	0	1	20	2	0
IOWA	59	0	0	60	2	0
KANSAS	19	.	1	25	.	1
KENTUCKY	11	0	1	16	6	1
LOUISIANA	21	0	2	18	0	2
MAINE	5	0	0	3	0	0
MARYLAND	25	0	1	57	8	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	23	0	0	50	5	0
MINNESOTA	42	0	0	175	.	.
MISSISSIPPI	17	0	0	1	6	3
MISSOURI	14	0	0	12	0	0
MONTANA	1	0	0	1	0	0
NEBRASKA	8	0	1	28	0	0
NEVADA	3	0	2	7	0	0
NEW HAMPSHIRE	1	0	0	16	5	2
NEW JERSEY	35	0	0	52	0	0
NEW MEXICO	16	0	1	16	3	2
NEW YORK	138	2	1	73	6	2
NORTH CAROLINA	35	0	1	45	2	6
NORTH DAKOTA	4	0	0	4	2	0
OHIO	34	0	0	232	8	11
OKLAHOMA	3	0	0	33	1	0
OREGON	14	1	0	26	11	1
PENNSYLVANIA	21	0	0	20	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	2	0	0	10	0	0
SOUTH CAROLINA	12	0	0	29	3	4
SOUTH DAKOTA	4	0	0	5	0	0
TENNESSEE	31	0	0	12	0	1
TEXAS	23	13	.	.	.	.
UTAH	22	2	0	21	1	0
VERMONT	2	0	0	19	2	1
VIRGINIA	22	0	1	37	3	0
WASHINGTON	35	1	0	69	4	4
WEST VIRGINIA	5	0	0	22	0	1
WISCONSIN	13	1	0	.	.	0
WYOMING	8		0	.	.	.
AMERICAN SAMOA	0	0	0	0	4	0
GUAM	2	0	1	0	0	0
NORTHERN MARIANAS	1	.	0	1	.	0
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	2	0	0	4	2	0
U.S. AND OUTLYING AREAS	998	24	26	1,464	92	45
50 STATES, D.C. & P.R.	993	24	25	1,459	86	45

Please see data notes for an explanation of individual State differences.

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U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1995-96 School Year

	VOCATIONAL EDUCATION TEACHERS			COUNSELORS		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	112	0	3	108	0	2
ALASKA	.	.	.	16	0	0
ARIZONA	60	5	1	217	12	2
ARKANSAS	8	6	4	9	0	0
CALIFORNIA	214	10	7	342	13	5
COLORADO	21	0	0	.	.	.
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	39	0	0	37	0	0
FLORIDA	213	4	0	998	0	4
GEORGIA	136	1	2	209	2	1
HAWAII	7	0	0	440	11	0
IDAHO	43	0	5	41	6	11
ILLINOIS	148	0	5	811	0	0
INDIANA	39	5	0	17	1	1
IOWA	19	0	0	5	0	0
KANSAS	62	.	1	30	.	0
KENTUCKY	99	4	1	156	8	0
LOUISIANA	83	9	1	3	0	0
MAINE	6	1	0	33	0	0
MARYLAND	166	41	5	89	56	0
MASSACHUSETTS	59	.	0	.	.	.
MICHIGAN	.	.	.	.	.	.
MINNESOTA	165	.	.	10	0	0
MISSISSIPPI	60	3	2	36	1	2
MISSOURI	68	0	0	2	0	0
MONTANA	12	0	0	7	0	2
NEBRASKA	.	.	.	7	0	0
NEVADA	7	1	0	169	1	0
NEW HAMPSHIRE	36	2	0	126	7	1
NEW JERSEY	584	0	7	517	0	13
NEW MEXICO	16	2	1	42	2	5
NEW YORK	431	112	6	1,544	234	36
NORTH CAROLINA	8	0	0	242	1	2
NORTH DAKOTA	15	1	1	13	6	1
OHIO	171	1	4	0	0	0
OKLAHOMA	11	0	0	14	1	0
OREGON	64	1	0	231	13	3
PENNSYLVANIA	49	0	0	284	0	0
PUERTO RICO	147	23	2	13	0	0
RHODE ISLAND	12	0	0	80	0	0
SOUTH CAROLINA	79	5	3	38	5	1
SOUTH DAKOTA	18	0	0	23	0	0
TENNESSEE	27	0	0	73	0	1
TEXAS	24	5	.	257	148	.
UTAH	18	0	0	74	2	0
VERMONT	25	1	1	38	0	0
VIRGINIA	233	0	0	614	0	0
WASHINGTON	391	8	1	419	3	1
WEST VIRGINIA	41	0	1	33	0	0
WISCONSIN	105	0	2	.	.	.
WYOMING	.	.	.	33	.	0
AMERICAN SAMOA	0	3	0	0	0	0
GUAM	0	0	0	4	0	0
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	29	1	0	29	0	5
U.S. AND OUTLYING AREAS	4,381	255	66	8,531	533	100
50 STATES, D.C. & P.R.	4,351	251	66	8,498	533	95

Please see data notes for an explanation of individual State differences.

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Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1995-96 School Year

STATE	REHABILITATION COUNSELORS			INTERPRETERS		
	EMPLOYED			EMPLOYED		
	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	10	0	1	57	11	2
ALASKA	.	.	.	2	20	1
ARIZONA	7	2	0	48	33	5
ARKANSAS	0	0	6	48	0	0
CALIFORNIA	0	0	0	0	0	0
COLORADO	.	.	.	130	.	1
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	0	6	11	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	0	0	0	321	0	9
GEORGIA	47	0	0	104	17	1
HAWAII	0	0	0	1	0	0
IDAHO	16	0	0	28	0	0
ILLINOIS	4	0	0	132	0	0
INDIANA	15	2	0	27	18	0
IOWA	0	0	0	15	0	0
KANSAS	0	.	0	16	.	2
KENTUCKY	6	1	1	41	7	0
LOUISIANA	0	0	0	92	10	2
MAINE	0	0	0	22	13	0
MARYLAND	9	0	0	98	2	3
MASSACHUSETTS	11	.	2	.	.	.
MICHIGAN	.	.	.	34	46	0
MINNESOTA	.	.	.	213	0	0
MISSISSIPPI	5	0	1	12	7	2
MISSOURI	0	0	0	53	136	0
MONTANA	0	0	0	35	0	3
NEBRASKA	.	.	.	0	0	2
NEVADA	0	0	0	58	4	2
NEW HAMPSHIRE	49	0	3	35	2	1
NEW JERSEY	.	.	.	126	0	5
NEW MEXICO	18	0	3	31	19	7
NEW YORK	14	.	0	223	.	15
NORTH CAROLINA	9	0	2	164	23	8
NORTH DAKOTA	0	0	0	11	0	2
OHIO	0	0	0	0	0	0
OKLAHOMA	3	0	0	51	20	0
OREGON	0	0	0	105	14	1
PENNSYLVANIA	16	0	0	153	0	0
PUERTO RICO	0	0	0	0	0	0
RHODE ISLAND	0	0	0	7	1	0
SOUTH CAROLINA	0	0	0	53	15	4
SOUTH DAKOTA	0	0	0	20	0	1
TENNESSEE	14	0	0	71	0	0
TEXAS	.	.	.	3	206	.
UTAH	0	0	0	16	8	2
VERMONT	1	0	0	24	4	0
VIRGINIA	2	0	0	78	129	1
WASHINGTON	9	0	0	207	15	4
WEST VIRGINIA	1	0	0	48	2	0
WISCONSIN	.	.	.	201	7	5
WYOMING	.	.	.	23	.	6
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.
PALAU	0	0	0	0	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	1	1
U.S. AND OUTLYING AREAS	266	5	19	3,241	798	96
50 STATES, D.C. & P.R.	266	5	19	3,241	797	95

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1995-96 School Year

	SPEECH/ PATHOLOGISTS			SUPERVISORS/ADMINISTRATORS (SEA)		
	EMPLOYED			EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	190	5	8	20	0	0
ALASKA	167	2	1	4	0	0
ARIZONA	404	26	46	28	0	0
ARKANSAS	0	0	0	24	0	2
CALIFORNIA	3,690	156	109	63	0	6
COLORADO	615	32	10	7	0	.
CONNECTICUT	0	0	0	0	0	0
DELAWARE	0	0	5	0	0	0
DISTRICT OF COLUMBIA	.	.	.	0	0	0
FLORIDA	1,816	61	59	39	0	0
GEORGIA	782	15	17	.	.	.
HAWAII	116	0	17	2	0	0
IDAHO	176	5	25	5	0	1
ILLINOIS	.	.	.	69	0	0
INDIANA	991	0	0	0	0	0
IOWA	485	7	0	29	0	1
KANSAS	540	.	39	93	.	1
KENTUCKY	0	0	0	30	1	2
LOUISIANA	178	2	11	62	0	0
MAINE	.	.	.	14	0	0
MARYLAND	979	23	34	0	0	0
MASSACHUSETTS	.	.	.	.	.	.
MICHIGAN	.	.	.	28	0	0
MINNESOTA	1,310	6	10	41	0	.
MISSISSIPPI	6	3	0	29	0	0
MISSOURI	34	0	0	28	0	0
MONTANA	155	12	3	0	0	0
NEBRASKA	427	11	4	19	.	.
NEVADA	191	0	1	0	0	0
NEW HAMPSHIRE	292	8	0	12	0	1
NEW JERSEY	2,118	0	28	86	0	13
NEW MEXICO	523	99	51	22	1	0
NEW YORK	3,380	562	144	1	0	0
NORTH CAROLINA	0	0	0	32	0	1
NORTH DAKOTA	106	3	6	1	0	0
OHIO	148	0	0	0	0	0
OKLAHOMA	345	15	9	47	0	0
OREGON	461	8	12	3	0	0
PENNSYLVANIA	227	0	1	33	0	3
PUERTO RICO	23	0	1	41	0	22
RHODE ISLAND	214	0	1	12	0	0
SOUTH CAROLINA	206	7	8	3	2	0
SOUTH DAKOTA	226	1	2	5	0	1
TENNESSEE	281	0	1	23	0	0
TEXAS	1,714	566	.	.	.	.
UTAH	190	15	10	11	0	0
VERMONT	196	5	5	63	2	3
VIRGINIA	512	41	8	0	0	0
WASHINGTON	826	13	20	11	0	1
WEST VIRGINIA	402	42	7	11	2	0
WISCONSIN	1,472	3	18	28	0	4
WYOMING	176	.	3	2	.	5
AMERICAN SAMOA	1	0	0	2	0	0
GUAM	7	0	2	2	0	0
NORTHERN MARIANAS	2	.	0	2	.	1
PALAU	0	0	0	1	0	0
VIRGIN ISLANDS	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	42	1	10	14	0	1
U.S. AND OUTLYING AREAS	27,343	1,755	746	1,102	7	68
50 STATES, D.C. & P.R.	27,291	1,755	734	1,081	7	66

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AC4

Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category During the 1995-96 School Year

	NON-PROFESSIONAL STAFF		
	EMPLOYED		
STATE	FULLY CERTIFIED	NOT FULLY CERTIFIED	VACANT POSITIONS
ALABAMA	320	24	5
ALASKA	0	58	2
ARIZONA	169	123	4
ARKANSAS	246	0	10
CALIFORNIA	881	404	7
COLORADO	366	.	1
CONNECTICUT	0	0	0
DELAWARE	0	0	0
DISTRICT OF COLUMBIA	88	.	0
FLORIDA	3,230	0	16
GEORGIA	503	60	14
HAWAII	200	4	2
IDAHO	0	0	0
ILLINOIS	3,093	0	0
INDIANA	0	0	0
IOWA	299	0	0
KANSAS	0	.	0
KENTUCKY	215	172	4
LOUISIANA	1,186	6	4
MAINE	95	7	1
MARYLAND	282	227	9
MASSACHUSETTS	.	.	.
MICHIGAN	.	.	.
MINNESOTA	568	0	0
MISSISSIPPI	190	144	14
MISSOURI	0	0	0
MONTANA	268	1	25
NEBRASKA	.	.	.
NEVADA	3	2	0
NEW HAMPSHIRE	0	454	2
NEW JERSEY	610	0	3
NEW MEXICO	0	0	0
NEW YORK	3,292	.	63
NORTH CAROLINA	347	36	20
NORTH DAKOTA	13	0	0
OHIO	0	0	0
OKLAHOMA	372	6	1
OREGON	110	93	0
PENNSYLVANIA	1,095	0	1
PUERTO RICO	1,513	0	62
RHODE ISLAND	85	9	0
SOUTH CAROLINA	286	42	6
SOUTH DAKOTA	59	0	0
TENNESSEE	644	0	2
TEXAS	.	.	.
UTAH	8	112	0
VERMONT	20	1	0
VIRGINIA	580	22	3
WASHINGTON	100	6	4
WEST VIRGINIA	376	3	12
WISCONSIN	.	.	6
WYOMING	41	.	0
AMERICAN SAMOA	11	0	0
GUAM	0	10	0
NORTHERN MARIANAS	3	.	0
PALAU	3	0	0
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	8	12	0
U.S. AND OUTLYING AREAS	21,777	2,035	301
50 STATES, D.C. & P.R.	21,752	2,013	301

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and Outlying Areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1,205	2,253	62	716	31
ALASKA	335	4	4	291	3
ARIZONA	1,637	88	68	522	25
ARKANSAS	1,651	198	14	654	20
CALIFORNIA	7,349	3,454	650	9,224	140
COLORADO	1,702	120	79	1,704	21
CONNECTICUT	2,200	79	34	593	10
DELAWARE	135	18	0	18	1
DISTRICT OF COLUMBIA	33	83	7	16	2
FLORIDA	3,754	2,464	0	5,304	63
GEORGIA	1,181	1,920	24	1,834	39
HAWAII	398	234	8	87	2
IDAHO	503	94	12	432	10
ILLINOIS	7,133	416	321	2,986	100
INDIANA	3,596	395	176	1,180	47
IOWA	1,784	81	36	790	15
KANSAS	1,289	0	15	801	14
KENTUCKY	1,816	239	35	832	34
LOUISIANA	968	1,253	25	375	49
MAINE	878	80	14	611	6
MARYLAND	1,967	577	71	1,478	26
MASSACHUSETTS	5,596	0	210	2,809	38
MICHIGAN	4,134	257	404	3,545	97
MINNESOTA	3,351	8	52	77	41
MISSISSIPPI	357	1,773	27	329	28
MISSOURI	2,458	223	18	830	42
MONTANA	446	13	2	208	6
NEBRASKA	968	50	52	842	17
NEVADA	604	191	21	95	6
NEW HAMPSHIRE	752	171	56	0	0
NEW JERSEY	8,210	0	193	812	51
NEW MEXICO	716	108	7	279	16
NEW YORK	8,126	3,646	329	5,575	104
NORTH CAROLINA	2,126	1,003	121	2,066	27
NORTH DAKOTA	350	10	3	3	1
OHIO	6,750	237	121	1,890	64
OKLAHOMA	2,435	0	11	653	25
OREGON	733	159	54	1,827	20
PENNSYLVANIA	7,487	0	106	2,565	55
PUERTO RICO	289	343	215	258	35
RHODE ISLAND	820	3	31	368	14
SOUTH CAROLINA	682	900	112	663	33
SOUTH DAKOTA	358	30	46	430	5
TENNESSEE	1,961	1,258	91	2,280	42
TEXAS	14,116	0	0	0	0
UTAH	688	157	59	740	12
VERMONT	278	13	4	243	2
VIRGINIA	2,993	881	64	1,324	47
WASHINGTON	1,332	313	0	0	14
WEST VIRGINIA	1,783	115	32	212	12
WISCONSIN	3,174	186	60	1,890	45
WYOMING	317	2	11	255	5
AMERICAN SAMOA	3	3	0	16	0
GUAM	21	0	0	21	0
NORTHERN MARIANAS	6	7	1	0	0
PALAU	0	9	0	1	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	117	27	8	28	1
U.S. AND OUTLYING AREAS	126,051	26,146	4,176	63,582	1,563
50 STATES, D.C. & P.R.	125,904	26,100	4,167	63,516	1,562

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

ALL DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	1,498	669	1,892	8,326
ALASKA	306	180	450	1,573
ARIZONA	1,409	602	1,525	5,876
ARKANSAS	1,770	549	899	5,755
CALIFORNIA	17,208	13,035	2,632	53,692
COLORADO	3,134	553	948	8,261
CONNECTICUT	852	357	835	4,960
DELAWARE	248	13	58	491
DISTRICT OF COLUMBIA	21	13	35	210
FLORIDA	8,471	555	3,978	24,589
GEORGIA	2,975	996	2,314	11,283
HAWAII	119	27	60	935
IDAHO	644	276	392	2,363
ILLINOIS	4,083	3,034	5,022	23,095
INDIANA	2,870	1,508	2,633	12,405
IOWA	1,020	596	2,010	6,332
KANSAS	2,137	275	659	5,190
KENTUCKY	1,766	481	1,833	7,036
LOUISIANA	38	1,983	1,751	6,442
MAINE	759	205	525	3,078
MARYLAND	1,002	674	1,357	7,152
MASSACHUSETTS	988	2,335	2,301	14,277
MICHIGAN	3,197	3,889	5,073	20,596
MINNESOTA	713	2,192	1,845	8,279
MISSISSIPPI	1,008	263	1,187	4,972
MISSOURI	1,306	1,585	1,774	8,236
MONTANA	358	95	305	1,433
NEBRASKA	1,272	266	481	3,948
NEVADA	236	176	291	1,620
NEW HAMPSHIRE	0	0	843	1,822
NEW JERSEY	4,401	717	3,437	17,821
NEW MEXICO	1,242	394	866	3,628
NEW YORK	9,670	2,160	7,566	37,176
NORTH CAROLINA	2,137	461	2,930	10,871
NORTH DAKOTA	119	131	131	748
OHIO	3,230	1,374	2,406	16,072
OKLAHOMA	1,460	719	1,112	6,415
OREGON	0	1,596	795	5,184
PENNSYLVANIA	2,989	5,142	2,091	20,435
PUERTO RICO	276	260	579	2,255
RHODE ISLAND	904	23	477	2,640
SOUTH CAROLINA	1,095	773	1,361	5,619
SOUTH DAKOTA	194	131	188	1,382
TENNESSEE	3,748	1,672	1,613	12,665
TEXAS	0	0	3,360	17,476
UTAH	1,104	1,216	634	4,610
VERMONT	304	71	155	1,070
VIRGINIA	2,140	434	2,376	10,259
WASHINGTON	1,575	1,035	699	4,968
WEST VIRGINIA	600	269	784	3,807
WISCONSIN	3,229	1,314	1,866	11,764
WYOMING	400	0	300	1,290
AMERICAN SAMOA	1	2	10	35
GUAM	18	1	37	98
NORTHERN MARIANAS	2	3	22	41
PALAU	0	0	1	11
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	144	29	104	458
U.S. AND OUTLYING AREAS	102,390	57,309	81,808	463,025
50 STATES, D.C. & P.R.	102,225	57,274	81,634	462,382

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	969	783	0	397	7
ALASKA	275	4	0	216	3
ARIZONA	1,146	42	5	395	7
ARKANSAS	1,057	76	4	481	9
CALIFORNIA	5,674	2,499	23	6,487	59
COLORADO	1,136	31	16	1,025	6
CONNECTICUT	1,378	35	3	338	0
DELAWARE	109	2	0	18	1
DISTRICT OF COLUMBIA	28	36	0	12	1
FLORIDA	2,627	988	0	1,004	30
GEORGIA	768	364	1	752	6
HAWAII	173	70	6	58	0
IDAHO	341	36	1	333	3
ILLINOIS	4,546	105	76	1,560	25
INDIANA	2,469	76	9	587	17
IOWA	1,079	32	5	547	7
KANSAS	786	0	2	455	5
KENTUCKY	954	3	5	410	12
LOUISIANA	688	587	2	130	14
MAINE	533	29	1	359	1
MARYLAND	1,428	243	23	949	11
MASSACHUSETTS	3,283	0	125	1,654	29
MICHIGAN	2,833	85	11	1,910	26
MINNESOTA	1,667	3	1	44	14
MISSISSIPPI	307	1,186	1	250	14
MISSOURI	1,667	110	4	523	13
MONTANA	311	6	1	143	2
NEBRASKA	576	9	1	406	6
NEVADA	434	133	2	83	0
NEW HAMPSHIRE	506	79	12	0	0
NEW JERSEY	6,187	0	22	674	15
NEW MEXICO	464	56	5	173	8
NEW YORK	6,356	2,156	152	4,005	35
NORTH CAROLINA	1,426	259	0	1,207	7
NORTH DAKOTA	232	5	0	2	0
OHIO	3,902	45	4	785	12
OKLAHOMA	1,589	0	3	490	8
OREGON	538	58	5	1,012	6
PENNSYLVANIA	4,786	0	37	1,361	26
PUERTO RICO	168	158	5	141	11
RHODE ISLAND	583	0	2	161	3
SOUTH CAROLINA	510	281	8	365	7
SOUTH DAKOTA	281	18	0	348	3
TENNESSEE	1,463	618	49	1,119	16
TEXAS	10,216	0	0	0	0
UTAH	491	65	11	523	0
VERMONT	134	2	0	184	1
VIRGINIA	2,360	255	4	772	17
WASHINGTON	875	158	0	0	3
WEST VIRGINIA	1,214	22	0	88	5
WISCONSIN	1,888	66	4	750	14
WYOMING	229	0	0	172	1
AMERICAN SAMOA	3	0	0	16	0
GUAM	18	0	0	17	0
NORTHERN MARIANAS	5	7	1	0	0
PALAU	0	5	0	1	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	81	21	3	17	1
U.S. AND OUTLYING AREAS	85,747	11,907	655	35,909	527
50 STATES, D.C. & P.R.	85,640	11,874	651	35,858	526

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

SPECIFIC LEARNING DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	700	315	960	4,131
ALASKA	218	124	354	1,194
ARIZONA	890	412	1,147	4,044
ARKANSAS	1,100	340	547	3,614
CALIFORNIA	12,521	9,218	2,042	38,523
COLORADO	1,623	300	574	4,711
CONNECTICUT	327	138	339	2,558
DELAWARE	162	3	44	339
DISTRICT OF COLUMBIA	14	9	24	124
FLORIDA	4,409	326	2,238	11,622
GEORGIA	898	371	812	3,972
HAWAII	53	17	31	408
IDAHO	396	208	284	1,602
ILLINOIS	1,932	1,181	2,564	11,989
INDIANA	1,503	826	1,518	7,005
IOWA	386	290	981	3,327
KANSAS	893	119	358	2,618
KENTUCKY	708	197	825	3,114
LOUISIANA	21	1,228	1,149	3,819
MAINE	300	93	213	1,529
MARYLAND	588	353	837	4,432
MASSACHUSETTS	584	1,376	1,346	8,397
MICHIGAN	1,527	1,986	2,976	11,354
MINNESOTA	155	817	727	3,428
MISSISSIPPI	778	215	986	3,737
MISSOURI	751	1,098	1,232	5,398
MONTANA	191	62	219	935
NEBRASKA	661	118	229	2,006
NEVADA	170	116	205	1,143
NEW HAMPSHIRE	0	0	474	1,071
NEW JERSEY	2,766	368	1,974	12,006
NEW MEXICO	717	271	526	2,220
NEW YORK	5,050	932	4,992	23,678
NORTH CAROLINA	955	145	1,267	5,266
NORTH DAKOTA	63	78	70	450
OHIO	1,363	532	963	7,606
OKLAHOMA	913	472	769	4,244
OREGON	0	1,049	580	3,248
PENNSYLVANIA	1,419	2,146	1,205	10,980
PUERTO RICO	110	109	284	986
RHODE ISLAND	591	9	332	1,681
SOUTH CAROLINA	481	354	754	2,760
SOUTH DAKOTA	125	78	131	984
TENNESSEE	2,415	954	1,109	7,743
TEXAS	0	0	2,447	12,663
UTAH	590	768	371	2,819
VERMONT	104	29	78	532
VIRGINIA	1,111	261	1,332	6,112
WASHINGTON	896	611	449	2,992
WEST VIRGINIA	329	164	451	2,273
WISCONSIN	1,164	490	755	5,131
WYOMING	249	0	196	847
AMERICAN SAMOA	1	1	9	30
GUAM	15	1	32	83
NORTHERN MARIANAS	1	2	13	29
PALAU	0	0	1	7
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	70	19	56	268
U.S. AND OUTLYING AREAS	55,957	31,699	47,381	269,782
50 STATES, D.C. & P.R.	55,870	31,676	47,270	269,365

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	14	23	3	69	0
ALASKA	6	0	0	43	0
ARIZONA	25	1	4	66	1
ARKANSAS	12	3	0	68	0
CALIFORNIA	422	82	3	1,088	1
COLORADO	52	2	1	108	0
CONNECTICUT	59	2	0	44	0
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	208	40	0	549	0
GEORGIA	19	22	0	223	3
HAWAII	9	5	0	17	0
IDAHO	6	0	0	37	0
ILLINOIS	168	1	1	404	1
INDIANA	35	5	3	404	1
IOWA	9	1	0	50	0
KANSAS	10	0	0	109	0
KENTUCKY	14	6	1	205	0
LOUISIANA	32	34	0	210	1
MAINE	45	1	0	91	2
MARYLAND	107	81	0	289	1
MASSACHUSETTS	997	0	37	499	6
MICHIGAN	91	9	1	618	1
MINNESOTA	71	0	0	5	0
MISSISSIPPI	14	17	0	57	0
MISSOURI	30	2	1	209	3
MONTANA	5	0	0	14	0
NEBRASKA	32	1	0	239	0
NEVADA	5	0	0	5	0
NEW HAMPSHIRE	59	10	0	0	0
NEW JERSEY	49	0	2	8	0
NEW MEXICO	66	11	0	47	2
NEW YORK	176	44	0	351	0
NORTH CAROLINA	50	4	4	215	0
NORTH DAKOTA	18	1	0	0	0
OHIO	112	3	1	371	1
OKLAHOMA	25	0	2	87	0
OREGON	51	8	0	604	2
PENNSYLVANIA	41	0	2	440	0
PUERTO RICO	9	10	1	15	0
RHODE ISLAND	19	0	0	55	0
SOUTH CAROLINA	14	7	0	145	0
SOUTH DAKOTA	4	3	0	37	0
TENNESSEE	109	42	3	227	1
TEXAS	109	0	0	0	0
UTAH	13	3	0	59	0
VERMONT	24	1	0	23	0
VIRGINIA	28	1	0	244	0
WASHINGTON	11	50	0	0	0
WEST VIRGINIA	11	1	0	55	0
WISCONSIN	71	1	1	261	1
WYOMING	22	0	0	40	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	2	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	0	0	8	0
U.S. AND OUTLYING AREAS	3,594	539	71	9,014	28
50 STATES, D.C. & P.R.	3,588	538	71	9,004	28

Please see data notes for an explanation of individual State differences.

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Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	15	26	13	163
ALASKA	3	7	6	65
ARIZONA	19	6	15	137
ARKANSAS	33	11	11	138
CALIFORNIA	585	656	100	2,937
COLORADO	135	23	33	354
CONNECTICUT	25	8	18	156
DELAWARE	0	1	0	1
DISTRICT OF COLUMBIA	0	1	0	1
FLORIDA	370	35	135	1,337
GEORGIA	49	14	26	356
HAWAII	1	0	1	33
IDAHO	19	8	3	73
ILLINOIS	51	67	68	761
INDIANA	60	34	9	551
IOWA	5	5	13	83
KANSAS	27	2	4	152
KENTUCKY	18	10	33	287
LOUISIANA	1	89	51	418
MAINE	30	11	30	210
MARYLAND	32	66	144	720
MASSACHUSETTS	177	415	409	2,540
MICHIGAN	53	102	99	974
MINNESOTA	5	61	16	158
MISSISSIPPI	19	2	11	120
MISSOURI	29	30	18	322
MONTANA	13	2	2	36
NEBRASKA	81	29	6	388
NEVADA	7	10	10	37
NEW HAMPSHIRE	0	0	75	144
NEW JERSEY	28	8	4	99
NEW MEXICO	117	37	89	369
NEW YORK	161	29	67	828
NORTH CAROLINA	25	12	62	372
NORTH DAKOTA	3	12	3	37
OHIO	73	49	32	642
OKLAHOMA	25	11	8	158
OREGON	0	96	35	796
PENNSYLVANIA	30	126	7	646
PUERTO RICO	8	6	6	55
RHODE ISLAND	25	0	5	104
SOUTH CAROLINA	18	8	13	205
SOUTH DAKOTA	2	2	6	54
TENNESSEE	172	115	70	739
TEXAS	0	0	30	139
UTAH	19	24	11	129
VERMONT	17	6	8	79
VIRGINIA	40	9	48	370
WASHINGTON	21	30	18	130
WEST VIRGINIA	6	0	2	75
WISCONSIN	57	32	50	474
WYOMING	25	0	11	98
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	2
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	1
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	9	3	4	30
U.S. AND OUTLYING AREAS	2,743	2,346	1,948	20,283
50 STATES, D.C. & P.R.	2,734	2,343	1,944	20,250

Please see data notes for an explanation of individual State differences.

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Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	55	1,263	37	170	9
ALASKA	11	0	1	5	0
ARIZONA	186	23	34	3	7
ARKANSAS	460	100	7	58	10
CALIFORNIA	203	364	387	118	20
COLORADO	105	27	28	21	1
CONNECTICUT	115	24	13	4	1
DELAWARE	11	14	0	0	0
DISTRICT OF COLUMBIA	0	26	4	1	0
FLORIDA	239	1,080	0	111	19
GEORGIA	74	1.226	16	184	12
HAWAII	14	61	0	1	0
IDAHO	97	41	8	19	3
ILLINOIS	930	155	168	38	35
INDIANA	666	243	116	48	18
IOWA	409	33	12	53	4
KANSAS	246	0	3	25	2
KENTUCKY	598	175	22	122	6
LOUISIANA	62	452	15	3	10
MAINE	73	19	4	7	1
MARYLAND	69	135	23	60	2
MASSACHUSETTS	537	0	20	269	2
MICHIGAN	441	93	284	156	15
MINNESOTA	638	0	46	0	11
MISSISSIPPI	5	474	20	9	7
MISSOURI	516	61	5	11	7
MONTANA	50	4	0	3	1
NEBRASKA	186	29	40	22	4
NEVADA	61	31	8	0	2
NEW HAMPSHIRE	26	24	20	0	0
NEW JERSEY	241	0	70	18	7
NEW MEXICO	52	26	0	1	1
NEW YORK	30	665	50	12	11
NORTH CAROLINA	231	588	70	308	7
NORTH DAKOTA	52	2	3	0	1
OHIO	1,827	74	26	105	4
OKLAHOMA	552	0	4	33	6
OREGON	39	64	40	11	5
PENNSYLVANIA	1,492	0	46	118	13
PUERTO RICO	48	141	139	79	9
RHODE ISLAND	43	1	15	5	3
SOUTH CAROLINA	40	504	98	47	19
SOUTH DAKOTA	41	6	25	8	1
TENNESSEE	49	424	25	40	8
TEXAS	1,301	0	0	0	0
UTAH	42	22	25	13	2
VERMONT	48	6	2	8	0
VIRGINIA	151	502	44	35	10
WASHINGTON	143	30	0	0	1
WEST VIRGINIA	395	77	29	36	5
WISCONSIN	488	76	46	100	16
WYOMING	19	0	10	0	0
AMERICAN SAMOA	0	3	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	14	2	3	1	0
U.S. AND OUTLYING AREAS	14,421	9,390	2,111	2,499	338
50 STATES, D.C. & P.R.	14,407	9,385	2,108	2,498	338

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Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

MENTAL RETARDATION

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	477	203	705	2,919
ALASKA	20	7	4	48
ARIZONA	113	28	87	481
ARKANSAS	505	151	306	1,597
CALIFORNIA	956	501	106	2,655
COLORADO	156	20	36	394
CONNECTICUT	48	32	32	269
DELAWARE	34	3	7	69
DISTRICT OF COLUMBIA	3	2	2	38
FLORIDA	870	67	477	2,863
GEORGIA	588	225	583	2,908
HAWAII	0	0	0	76
IDAHO	128	29	50	375
ILLINOIS	466	249	421	2,462
INDIANA	546	325	451	2,413
IOWA	101	109	323	1,044
KANSAS	248	29	67	620
KENTUCKY	477	146	570	2,116
LOUISIANA	2	244	193	981
MAINE	41	13	28	186
MARYLAND	44	47	80	460
MASSACHUSETTS	95	223	221	1,367
MICHIGAN	370	426	493	2,278
MINNESOTA	48	101	103	947
MISSISSIPPI	132	28	162	837
MISSOURI	151	154	183	1,088
MONTANA	15	6	8	87
NEBRASKA	176	30	84	571
NEVADA	9	5	4	120
NEW HAMPSHIRE	0	0	14	84
NEW JERSEY	119	39	58	552
NEW MEXICO	62	20	41	203
NEW YORK	524	129	270	1,691
NORTH CAROLINA	439	161	612	2,416
NORTH DAKOTA	15	12	11	96
OHIO	1,026	455	880	4,397
OKLAHOMA	322	123	191	1,231
OREGON	0	99	25	283
PENNSYLVANIA	470	543	347	3,029
PUERTO RICO	119	117	257	909
RHODE ISLAND	57	2	10	136
SOUTH CAROLINA	239	209	344	1,500
SOUTH DAKOTA	23	17	16	137
TENNESSEE	530	195	242	1,513
TEXAS	0	0	171	1,472
UTAH	142	98	51	395
VERMONT	47	7	13	131
VIRGINIA	297	42	279	1,360
WASHINGTON	167	101	43	485
WEST VIRGINIA	121	54	200	917
WISCONSIN	371	227	159	1,483
WYOMING	26	0	8	63
AMERICAN SAMOA	0	0	1	4
GUAM	1	0	0	1
NORTHERN MARIANAS	1	0	7	8
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	9	3	17	49
U.S. AND OUTLYING AREAS	11,946	6,056	10,053	56,814
50 STATES, D.C. & P.R.	11,935	6,053	10,028	56,752

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	67	61	5	51	2
ALASKA	14	0	0	16	0
ARIZONA	121	10	3	38	2
ARKANSAS	9	4	0	11	0
CALIFORNIA	380	171	17	661	3
COLORADO	266	32	4	468	2
CONNECTICUT	464	9	4	172	2
DELAWARE	5	0	0	0	0
DISTRICT OF COLUMBIA	1	5	1	3	0
FLORIDA	393	217	0	438	9
GEORGIA	195	177	3	613	8
HAWAII	90	35	0	3	0
IDAHO	7	6	0	13	0
ILLINOIS	1,075	141	60	460	23
INDIANA	273	30	24	110	5
IOWA	186	7	17	108	0
KANSAS	133	0	0	168	2
KENTUCKY	92	4	3	48	7
LOUISIANA	46	65	0	15	4
MAINE	116	6	5	123	1
MARYLAND	179	29	5	101	2
MASSACHUSETTS	454	0	17	228	1
MICHIGAN	414	46	17	682	12
MINNESOTA	637	4	1	26	11
MISSISSIPPI	2	28	1	3	0
MISSOURI	112	37	5	69	11
MONTANA	36	0	1	19	0
NEBRASKA	82	3	0	65	1
NEVADA	59	13	0	4	0
NEW HAMPSHIRE	92	33	12	0	0
NEW JERSEY	1,098	0	7	63	7
NEW MEXICO	57	7	1	38	0
NEW YORK	999	349	50	969	17
NORTH CAROLINA	132	37	1	207	1
NORTH DAKOTA	21	1	0	1	0
OHIO	278	18	3	185	5
OKLAHOMA	59	0	0	30	1
OREGON	35	16	2	66	0
PENNSYLVANIA	829	0	5	590	10
PUERTO RICO	2	2	3	4	0
RHODE ISLAND	103	2	8	28	4
SOUTH CAROLINA	39	42	4	67	1
SOUTH DAKOTA	11	2	3	26	0
TENNESSEE	82	72	3	62	2
TEXAS	1,133	0	0	0	0
UTAH	77	59	4	129	3
VERMONT	48	3	1	21	0
VIRGINIA	287	64	7	203	11
WASHINGTON	70	26	0	0	0
WEST VIRGINIA	85	5	0	20	0
WISCONSIN	581	34	5	711	6
WYOMING	20	1	1	31	2
AMERICAN SAMOA	0	0	0	0	0
GUAM	1	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	13	2	2	0	0
U.S. AND OUTLYING AREAS	12,060	1,915	315	8,168	178
50 STATES, D.C. & P.R.	12,046	1,913	313	8,167	178

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Data based on the 1995-96 school year, updated as of September 1, 1997.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

EMOTIONAL DISTURBANCE

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	266	101	176	729
ALASKA	45	32	77	184
ARIZONA	306	136	238	854
ARKANSAS	41	12	8	85
CALIFORNIA	2,013	1,968	251	5,464
COLORADO	952	183	271	2,178
CONNECTICUT	389	161	421	1,622
DELAWARE	37	3	5	50
DISTRICT OF COLUMBIA	2	1	9	22
FLORIDA	2,521	118	1,066	4,762
GEORGIA	1,336	361	850	3,543
HAWAII	39	6	20	193
IDAHO	53	19	37	135
ILLINOIS	1,500	1,447	1,794	6,500
INDIANA	683	285	587	1,997
IOWA	490	168	623	1,599
KANSAS	850	117	209	1,479
KENTUCKY	492	103	331	1,080
LOUISIANA	11	289	251	681
MAINE	294	70	224	839
MARYLAND	245	144	179	884
MASSACHUSETTS	79	190	187	1,156
MICHIGAN	1,057	1,204	1,318	4,750
MINNESOTA	475	1,103	959	3,216
MISSISSIPPI	46	9	10	99
MISSOURI	322	267	323	1,146
MONTANA	120	20	60	256
NEBRASKA	267	69	138	625
NEVADA	40	35	54	205
NEW HAMPSHIRE	0	0	224	361
NEW JERSEY	1,142	243	1,173	3,733
NEW MEXICO	257	50	181	591
NEW YORK	3,355	913	2,011	8,663
NORTH CAROLINA	566	118	782	1,844
NORTH DAKOTA	33	27	42	125
OHIO	535	256	425	1,705
OKLAHOMA	138	92	122	442
OREGON	0	266	115	500
PENNSYLVANIA	1,005	2,164	503	5,106
PUERTO RICO	7	9	8	35
RHODE ISLAND	183	12	109	449
SOUTH CAROLINA	280	165	187	785
SOUTH DAKOTA	36	28	33	139
TENNESSEE	320	237	118	896
TEXAS	0	0	533	1,666
UTAH	296	260	182	1,010
VERMONT	117	27	49	266
VIRGINIA	568	91	642	1,873
WASHINGTON	198	159	102	555
WEST VIRGINIA	132	45	113	400
WISCONSIN	1,553	531	868	4,289
WYOMING	83	0	69	207
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	2	4
NORTHERN MARIANAS	0	0	1	1
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	34	3	19	73
U.S. AND OUTLYING AREAS	25,809	14,317	19,289	82,051
50 STATES, D.C. & P.R.	25,775	14,314	19,267	81,973

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Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1	43	16	0	8
ALASKA	7	0	3	0	0
ARIZONA	31	10	19	1	4
ARKANSAS	14	7	3	1	1
CALIFORNIA	29	53	85	21	13
COLORADO	49	13	27	21	7
CONNECTICUT	27	2	11	2	3
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	2	0	0	0
FLORIDA	0	0	0	0	0
GEORGIA	0	0	0	0	0
HAWAII	66	32	1	0	2
IDAHO	3	6	0	1	3
ILLINOIS	0	0	0	0	0
INDIANA	15	24	15	0	2
IOWA	10	3	2	0	2
KANSAS	16	0	7	1	4
KENTUCKY	21	41	3	3	1
LOUISIANA	4	15	3	0	8
MAINE	44	21	4	8	0
MARYLAND	47	70	17	28	6
MASSACHUSETTS	111	0	4	55	0
MICHIGAN	9	4	38	13	27
MINNESOTA	0	0	0	0	0
MISSISSIPPI	2	22	5	0	2
MISSOURI	9	2	3	0	1
MONTANA	3	2	0	0	2
NEBRASKA	2	5	6	1	2
NEVADA	9	2	10	0	3
NEW HAMPSHIRE	3	8	7	0	0
NEW JERSEY	334	0	75	10	13
NEW MEXICO	19	1	1	7	3
NEW YORK	62	262	62	9	30
NORTH CAROLINA	7	26	16	3	4
NORTH DAKOTA	0	0	0	0	0
OHIO	249	63	82	17	24
OKLAHOMA	78	0	2	0	7
OREGON	0	0	0	0	0
PENNSYLVANIA	26	0	6	3	1
PUERTO RICO	1	0	37	1	7
RHODE ISLAND	0	0	2	0	3
SOUTH CAROLINA	6	15	1	17	1
SOUTH DAKOTA	3	0	14	0	1
TENNESSEE	3	39	5	1	5
TEXAS	167	0	0	0	0
UTAH	22	6	12	1	4
VERMONT	0	0	0	0	0
VIRGINIA	11	22	4	0	4
WASHINGTON	35	8	0	0	2
WEST VIRGINIA	0	0	0	0	0
WISCONSIN	0	0	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	0	0
U.S. AND OUTLYING AREAS	1,556	830	608	225	210
50 STATES, D.C. & P.R.	1,555	829	608	225	210

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

MULTIPLE DISABILITIES

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	10	5	9	92
ALASKA	9	4	3	26
ARIZONA	22	5	8	100
ARKANSAS	10	2	1	39
CALIFORNIA	146	85	15	447
COLORADO	99	16	12	244
CONNECTICUT	24	4	5	78
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2
FLORIDA	0	0	0	0
GEORGIA	0	0	0	0
HAWAII	7	1	4	113
IDAHO	11	3	2	29
ILLINOIS	0	0	0	0
INDIANA	12	8	14	90
IOWA	13	4	6	40
KANSAS	14	0	1	43
KENTUCKY	21	7	20	117
LOUISIANA	1	9	5	45
MAINE	55	11	13	156
MARYLAND	42	48	67	325
MASSACHUSETTS	19	45	47	281
MICHIGAN	36	20	8	155
MINNESOTA	0	0	0	0
MISSISSIPPI	8	3	1	43
MISSOURI	6	4	0	25
MONTANA	5	0	0	12
NEBRASKA	5	0	3	24
NEVADA	0	1	1	26
NEW HAMPSHIRE	0	0	1	19
NEW JERSEY	278	51	200	961
NEW MEXICO	27	5	10	73
NEW YORK	263	87	74	849
NORTH CAROLINA	10	5	4	75
NORTH DAKOTA	0	0	0	0
OHIO	108	40	25	608
OKLAHOMA	18	7	1	113
OREGON	0	0	0	0
PENNSYLVANIA	7	12	1	56
PUERTO RICO	10	5	3	64
RHODE ISLAND	7	0	0	12
SOUTH CAROLINA	13	2	11	66
SOUTH DAKOTA	3	1	1	23
TENNESSEE	36	7	2	98
TEXAS	0	0	23	190
UTAH	18	33	5	101
VERMONT	1	0	0	1
VIRGINIA	19	4	12	76
WASHINGTON	64	32	6	147
WEST VIRGINIA	0	0	0	0
WISCONSIN	0	0	0	0
WYOMING	0	0	0	0
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	1	0	2
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	20	0	6	27
U.S. AND OUTLYING AREAS	1,477	577	630	6,113
50 STATES, D.C. & P.R.	1,457	576	624	6,084

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	34	40	0	7	0
ALASKA	5	0	0	5	0
ARIZONA	59	0	0	6	0
ARKANSAS	30	3	0	4	0
CALIFORNIA	205	74	6	78	1
COLORADO	23	13	0	11	0
CONNECTICUT	31	2	0	3	0
DELAWARE	2	1	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	114	34	0	10	0
GEORGIA	23	53	0	4	0
HAWAII	9	7	0	0	0
IDAHO	18	0	0	0	0
ILLINOIS	103	3	1	10	2
INDIANA	56	10	2	12	1
IOWA	35	1	0	9	1
KANSAS	23	0	0	4	0
KENTUCKY	56	2	0	6	5
LOUISIANA	31	26	0	3	3
MAINE	18	0	0	1	0
MARYLAND	57	0	0	19	0
MASSACHUSETTS	57	0	2	28	0
MICHIGAN	88	3	1	25	2
MINNESOTA	96	0	1	0	0
MISSISSIPPI	3	22	0	3	0
MISSOURI	49	2	0	3	1
MONTANA	10	0	0	4	0
NEBRASKA	25	0	1	15	0
NEVADA	12	2	0	0	0
NEW HAMPSHIRE	11	1	0	0	0
NEW JERSEY	111	0	0	0	0
NEW MEXICO	11	0	0	6	0
NEW YORK	119	55	3	69	1
NORTH CAROLINA	61	20	23	34	2
NORTH DAKOTA	10	0	0	0	0
OHIO	119	1	1	10	0
OKLAHOMA	45	0	0	4	0
OREGON	14	2	0	25	0
PENNSYLVANIA	130	0	1	28	0
PUERTO RICO	6	15	6	6	0
RHODE ISLAND	12	0	0	1	0
SOUTH CAROLINA	17	30	0	7	0
SOUTH DAKOTA	6	0	0	6	0
TENNESSEE	36	13	0	14	0
TEXAS	248	0	0	0	0
UTAH	9	0	0	3	0
VERMONT	3	0	0	1	0
VIRGINIA	36	13	0	15	1
WASHINGTON	32	6	0	0	0
WEST VIRGINIA	22	0	0	9	0
WISCONSIN	39	0	0	8	0
WYOMING	4	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0
U.S. AND OUTLYING AREAS	2,374	455	48	517	20
50 STATES, D.C. & P.R.	2,373	454	48	517	20

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

HEARING IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	9	9	17	116
ALASKA	6	3	2	21
ARIZONA	23	6	9	103
ARKANSAS	11	6	1	55
CALIFORNIA	253	131	33	781
COLORADO	46	4	7	104
CONNECTICUT	5	0	3	44
DELAWARE	3	0	0	6
DISTRICT OF COLUMBIA	1	0	0	1
FLORIDA	66	2	11	237
GEORGIA	36	3	7	126
HAWAII	0	0	0	16
IDAHO	15	2	1	36
ILLINOIS	46	31	19	215
INDIANA	34	14	17	146
IOWA	8	9	15	78
KANSAS	20	1	5	53
KENTUCKY	13	7	16	105
LOUISIANA	2	27	14	106
MAINE	6	1	2	28
MARYLAND	15	4	12	107
MASSACHUSETTS	10	22	25	144
MICHIGAN	26	35	38	218
MINNESOTA	6	20	6	129
MISSISSIPPI	9	4	8	49
MISSOURI	6	9	4	74
MONTANA	0	1	2	17
NEBRASKA	14	3	6	64
NEVADA	1	0	1	16
NEW HAMPSHIRE	0	0	8	20
NEW JERSEY	21	4	10	146
NEW MEXICO	12	3	6	38
NEW YORK	75	14	46	382
NORTH CAROLINA	26	3	108	277
NORTH DAKOTA	1	1	1	13
OHIO	56	13	16	216
OKLAHOMA	18	9	7	83
OREGON	0	8	4	53
PENNSYLVANIA	19	82	10	270
PUERTO RICO	4	3	1	41
RHODE ISLAND	4	0	1	18
SOUTH CAROLINA	24	14	13	105
SOUTH DAKOTA	0	2	0	14
TENNESSEE	30	9	6	108
TEXAS	0	0	19	267
UTAH	8	7	1	28
VERMONT	4	0	3	11
VIRGINIA	22	6	14	107
WASHINGTON	28	10	7	83
WEST VIRGINIA	0	2	6	39
WISCONSIN	21	14	9	91
WYOMING	3	0	5	13
AMERICAN SAMOA	0	1	0	1
GUAM	1	0	0	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	1
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	1
U.S. AND OUTLYING AREAS	1,067	559	582	5,622
50 STATES, D.C. & P.R.	1,066	558	582	5,618

Please see data notes for an explanation of individual State differences.

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Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	12	12	0	10	1
ALASKA	4	0	0	1	0
ARIZONA	14	0	0	2	1
ARKANSAS	2	0	0	0	0
CALIFORNIA	123	72	66	179	24
COLORADO	47	1	3	43	4
CONNECTICUT	8	0	0	0	1
DELAWARE	2	1	0	0	0
DISTRICT OF COLUMBIA	1	2	0	0	0
FLORIDA	97	65	0	123	4
GEORGIA	16	16	1	6	4
HAWAII	10	4	0	6	0
IDAHO	5	0	1	0	0
ILLINOIS	114	4	3	40	6
INDIANA	39	2	0	14	2
IOWA	24	1	0	18	1
KANSAS	11	0	0	3	0
KENTUCKY	15	0	0	3	2
LOUISIANA	17	27	3	6	4
MAINE	3	1	0	0	0
MARYLAND	10	2	0	2	0
MASSACHUSETTS	40	0	1	20	0
MICHIGAN	213	13	8	121	13
MINNESOTA	61	1	1	2	3
MISSISSIPPI	18	15	0	5	5
MISSOURI	21	4	0	4	3
MONTANA	5	0	0	0	1
NEBRASKA	10	1	0	9	2
NEVADA	5	0	0	0	0
NEW HAMPSHIRE	3	3	2	0	0
NEW JERSEY	42	0	4	0	0
NEW MEXICO	12	1	0	1	0
NEW YORK	62	17	0	33	1
NORTH CAROLINA	32	7	1	14	0
NORTH DAKOTA	2	0	0	0	0
OHIO	204	22	2	412	17
OKLAHOMA	18	0	0	0	0
OREGON	12	0	1	35	2
PENNSYLVANIA	40	0	1	3	4
PUERTO RICO	13	4	3	3	1
RHODE ISLAND	9	0	0	3	0
SOUTH CAROLINA	20	7	0	2	4
SOUTH DAKOTA	3	1	0	3	0
TENNESSEE	19	10	1	137	1
TEXAS	153	0	0	0	0
UTAH	5	0	0	1	0
VERMONT	4	0	0	2	0
VIRGINIA	14	1	0	14	0
WASHINGTON	9	2	0	0	2
WEST VIRGINIA	12	2	1	1	1
WISCONSIN	39	1	3	17	5
WYOMING	4	0	0	2	1
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	0	0
U.S. AND OUTLYING AREAS	1,679	323	106	1,300	120
50 STATES, D.C. & P.R.	1,678	322	106	1,300	120

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

ORTHOPEDIC IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	2	4	1	42
ALASKA	0	0	0	5
ARIZONA	7	1	2	27
ARKANSAS	4	3	0	9
CALIFORNIA	213	144	23	844
COLORADO	90	5	13	206
CONNECTICUT	0	0	0	9
DELAWARE	11	2	2	18
DISTRICT OF COLUMBIA	1	0	0	4
FLORIDA	110	5	31	435
GEORGIA	8	2	5	58
HAWAII	11	0	4	35
IDAHO	1	0	0	7
ILLINOIS	28	20	37	252
INDIANA	9	3	8	77
IOWA	13	7	38	102
KANSAS	9	0	0	23
KENTUCKY	3	1	5	29
LOUISIANA	0	17	16	90
MAINE	5	0	1	10
MARYLAND	3	1	3	21
MASSACHUSETTS	6	18	17	102
MICHIGAN	96	93	121	678
MINNESOTA	2	13	3	86
MISSISSIPPI	13	1	7	64
MISSOURI	6	4	0	42
MONTANA	0	0	0	6
NEBRASKA	10	3	1	36
NEVADA	0	1	0	6
NEW HAMPSHIRE	0	0	0	8
NEW JERSEY	12	0	2	60
NEW MEXICO	8	0	2	24
NEW YORK	19	3	6	141
NORTH CAROLINA	14	2	5	75
NORTH DAKOTA	1	0	0	3
OHIO	39	24	55	775
OKLAHOMA	8	0	3	29
OREGON	0	11	2	63
PENNSYLVANIA	6	9	4	67
PUERTO RICO	4	2	1	31
RHODE ISLAND	5	0	0	17
SOUTH CAROLINA	6	6	8	53
SOUTH DAKOTA	0	1	0	8
TENNESSEE	14	2	8	192
TEXAS	0	0	14	167
UTAH	2	0	0	8
VERMONT	1	0	0	7
VIRGINIA	6	2	5	42
WASHINGTON	8	8	6	35
WEST VIRGINIA	2	1	1	21
WISCONSIN	8	12	12	97
WYOMING	1	0	0	8
AMERICAN SAMOA	0	0	0	0
GUAM	1	0	0	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	1
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	1	3
U.S. AND OUTLYING AREAS	827	431	473	5,259
50 STATES, D.C. & P.R.	825	431	472	5,254

Please see data notes for an explanation of individual State differences.

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Data based on the 1995-96 school year, updated as of September 1, 1997.

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	24	16	0	7	4
ALASKA	9	0	0	2	0
ARIZONA	27	1	1	8	2
ARKANSAS	45	4	0	28	0
CALIFORNIA	193	70	12	537	9
COLORADO	0	0	0	0	0
CONNECTICUT	91	2	0	28	3
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	2	8	0	0	1
FLORIDA	10	4	0	3,050	0
GEORGIA	49	33	0	46	5
HAWAII	18	11	0	0	0
IDAHO	18	3	0	22	0
ILLINOIS	124	3	2	462	5
INDIANA	2	3	0	2	1
IOWA	0	0	0	0	0
KANSAS	51	0	1	34	0
KENTUCKY	23	3	0	15	1
LOUISIANA	64	33	1	7	5
MAINE	37	3	0	19	1
MARYLAND	51	11	1	19	3
MASSACHUSETTS	48	0	2	23	0
MICHIGAN	0	0	0	0	0
MINNESOTA	122	0	0	0	2
MISSISSIPPI	0	0	0	0	0
MISSOURI	25	2	0	5	3
MONTANA	16	1	0	23	0
NEBRASKA	33	2	1	83	2
NEVADA	10	8	0	1	1
NEW HAMPSHIRE	47	12	3	0	0
NEW JERSEY	106	0	2	39	9
NEW MEXICO	16	4	0	3	2
NEW YORK	232	35	1	99	5
NORTH CAROLINA	132	29	0	67	4
NORTH DAKOTA	9	1	0	0	0
OHIO	0	0	0	0	0
OKLAHOMA	29	0	0	5	2
OREGON	32	4	0	64	4
PENNSYLVANIA	4	0	0	2	0
PUERTO RICO	21	10	4	7	5
RHODE ISLAND	40	0	2	115	1
SOUTH CAROLINA	19	4	0	13	1
SOUTH DAKOTA	0	0	0	2	0
TENNESSEE	167	30	4	671	9
TEXAS	634	0	0	0	0
UTAH	15	1	0	8	3
VERMONT	16	0	0	4	1
VIRGINIA	70	16	0	23	4
WASHINGTON	150	30	0	0	5
WEST VIRGINIA	20	4	0	0	1
WISCONSIN	24	5	0	39	3
WYOMING	10	1	0	7	1
AMERICAN SAMOA	0	0	0	0	0
GUAM	2	0	0	1	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	1	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	0	2	0
U.S. AND OUTLYING AREAS	2,888	408	37	5,592	108
50 STATES, D.C. & P.R.	2,885	407	37	5,589	108

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Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

OTHER HEALTH IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	12	4	6	73
ALASKA	2	3	4	20
ARIZONA	14	5	11	69
ARKANSAS	51	12	15	155
CALIFORNIA	348	232	47	1,448
COLORADO	0	0	0	0
CONNECTICUT	26	12	15	177
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	11
FLORIDA	70	1	9	3,144
GEORGIA	37	12	23	205
HAWAII	6	3	0	38
IDAHO	14	5	9	71
ILLINOIS	39	28	103	766
INDIANA	8	7	12	35
IOWA	0	0	0	0
KANSAS	73	7	13	179
KENTUCKY	25	7	22	96
LOUISIANA	0	71	57	238
MAINE	22	4	13	99
MARYLAND	26	11	25	147
MASSACHUSETTS	8	20	21	122
MICHIGAN	0	0	0	0
MINNESOTA	16	71	29	240
MISSISSIPPI	0	0	0	0
MISSOURI	17	16	12	80
MONTANA	11	3	11	65
NEBRASKA	47	12	8	188
NEVADA	8	8	15	51
NEW HAMPSHIRE	0	0	47	109
NEW JERSEY	15	4	14	189
NEW MEXICO	23	7	7	62
NEW YORK	141	27	68	608
NORTH CAROLINA	71	11	71	385
NORTH DAKOTA	2	1	2	15
OHIO	0	0	0	0
OKLAHOMA	11	4	8	59
OREGON	0	48	26	178
PENNSYLVANIA	4	4	1	15
PUERTO RICO	7	6	13	73
RHODE ISLAND	27	0	18	203
SOUTH CAROLINA	15	9	25	86
SOUTH DAKOTA	3	1	1	7
TENNESSEE	209	145	50	1,285
TEXAS	0	0	108	742
UTAH	22	10	6	65
VERMONT	10	1	4	36
VIRGINIA	54	12	34	213
WASHINGTON	182	82	65	514
WEST VIRGINIA	8	1	4	38
WISCONSIN	38	4	7	120
WYOMING	9	0	10	38
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	2	5
NORTHERN MARIANAS	0	0	1	1
PALAU	0	0	0	1
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	1	1	6
U.S. AND OUTLYING AREAS	1,732	932	1,073	12,770
50 STATES, D.C. & P.R.	1,731	931	1,069	12,757

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	20	7	0	3	0
ALASKA	2	0	0	2	0
ARIZONA	20	0	1	0	0
ARKANSAS	17	0	0	3	0
CALIFORNIA	79	34	16	25	6
COLORADO	14	0	0	4	0
CONNECTICUT	22	2	2	1	0
DELAWARE	3	0	0	0	0
DISTRICT OF COLUMBIA	1	1	0	0	0
FLORIDA	49	7	0	10	1
GEORGIA	25	8	3	3	1
HAWAII	2	0	0	2	0
IDAHO	2	0	0	3	0
ILLINOIS	44	1	2	10	1
INDIANA	37	2	0	3	0
IOWA	13	0	0	4	0
KANSAS	13	0	0	2	0
KENTUCKY	35	2	1	17	0
LOUISIANA	19	2	0	0	0
MAINE	5	0	0	2	0
MARYLAND	9	1	0	3	0
MASSACHUSETTS	25	0	1	13	0
MICHIGAN	29	2	3	12	1
MINNESOTA	22	0	1	0	0
MISSISSIPPI	3	6	0	2	0
MISSOURI	5	2	0	0	0
MONTANA	5	0	0	1	0
NEBRASKA	11	0	2	1	0
NEVADA	6	2	0	0	0
NEW HAMPSHIRE	2	1	0	0	0
NEW JERSEY	26	0	0	0	0
NEW MEXICO	9	0	0	2	0
NEW YORK	50	13	2	18	3
NORTH CAROLINA	26	16	3	7	0
NORTH DAKOTA	2	0	0	0	0
OHIO	38	7	1	4	0
OKLAHOMA	20	0	0	4	0
OREGON	9	1	4	6	0
PENNSYLVANIA	62	0	1	11	0
PUERTO RICO	20	2	1	2	0
RHODE ISLAND	6	0	0	0	0
SOUTH CAROLINA	15	6	0	0	0
SOUTH DAKOTA	6	0	0	0	0
TENNESSEE	22	2	0	7	0
TEXAS	82	0	0	0	0
UTAH	6	0	1	0	0
VERMONT	0	1	0	0	0
VIRGINIA	22	3	1	11	0
WASHINGTON	7	3	0	0	1
WEST VIRGINIA	14	2	0	0	0
WISCONSIN	22	0	1	2	0
WYOMING	5	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	1,008	136	47	201	14
50 STATES, D.C. & P.R.	1,008	136	47	201	14

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

VISUAL IMPAIRMENTS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	6	2	4	42
ALASKA	2	0	0	6
ARIZONA	6	0	4	31
ARKANSAS	10	2	7	39
CALIFORNIA	87	39	9	295
COLORADO	14	2	1	35
CONNECTICUT	5	1	2	35
DELAWARE	1	1	0	5
DISTRICT OF COLUMBIA	0	0	0	2
FLORIDA	31	0	4	102
GEORGIA	6	7	4	57
HAWAII	0	0	0	4
IDAHO	4	0	4	13
ILLINOIS	12	5	9	84
INDIANA	10	5	12	69
IOWA	2	2	5	26
KANSAS	2	0	2	19
KENTUCKY	6	2	3	66
LOUISIANA	0	5	9	35
MAINE	3	0	1	11
MARYLAND	1	0	3	17
MASSACHUSETTS	5	9	10	63
MICHIGAN	5	10	12	74
MINNESOTA	3	3	0	29
MISSISSIPPI	2	1	1	15
MISSOURI	5	2	2	16
MONTANA	0	0	0	6
NEBRASKA	7	0	1	22
NEVADA	1	0	0	9
NEW HAMPSHIRE	0	0	0	3
NEW JERSEY	4	0	0	30
NEW MEXICO	8	0	1	20
NEW YORK	25	6	11	128
NORTH CAROLINA	7	2	8	69
NORTH DAKOTA	1	0	1	4
OHIO	25	3	3	81
OKLAHOMA	3	1	0	28
OREGON	0	5	1	26
PENNSYLVANIA	6	25	7	112
PUERTO RICO	4	2	6	37
RHODE ISLAND	2	0	0	8
SOUTH CAROLINA	12	4	3	40
SOUTH DAKOTA	0	1	0	7
TENNESSEE	17	5	6	59
TEXAS	0	0	8	90
UTAH	0	1	2	10
VERMONT	2	1	0	4
VIRGINIA	12	5	9	63
WASHINGTON	11	1	3	26
WEST VIRGINIA	1	0	2	19
WISCONSIN	8	3	2	38
WYOMING	3	0	0	9
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	1	1
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	387	163	183	2,139
50 STATES, D.C. & P.R.	387	163	182	2,138

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

AUTISM

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	1	0	0	1	0
ALASKA	0	0	0	0	0
ARIZONA	0	1	1	1	0
ARKANSAS	0	0	0	0	0
CALIFORNIA	13	19	29	16	2
COLORADO	1	0	0	0	0
CONNECTICUT	3	1	1	0	0
DELAWARE	3	0	0	0	0
DISTRICT OF COLUMBIA	0	0	2	0	0
FLORIDA	9	24	0	2	0
GEORGIA	0	8	0	0	0
HAWAII	0	2	0	0	0
IDAHO	2	0	2	0	0
ILLINOIS	4	2	4	2	0
INDIANA	1	0	5	0	0
IOWA	6	2	0	0	0
KANSAS	0	0	0	0	0
KENTUCKY	1	2	0	1	0
LOUISIANA	1	10	1	0	0
MAINE	1	0	0	1	0
MARYLAND	1	5	0	1	0
MASSACHUSETTS	32	0	1	15	0
MICHIGAN	16	2	41	8	0
MINNESOTA	21	0	0	0	0
MISSISSIPPI	0	0	0	0	0
MISSOURI	8	0	0	0	0
MONTANA	0	0	0	0	0
NEBRASKA	2	0	1	0	0
NEVADA	2	0	1	1	0
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	12	0	7	0	0
NEW MEXICO	0	1	0	0	0
NEW YORK	12	32	7	3	0
NORTH CAROLINA	10	16	3	2	1
NORTH DAKOTA	0	0	0	0	0
OHIO	1	0	0	0	0
OKLAHOMA	5	0	0	0	0
OREGON	2	6	2	1	0
PENNSYLVANIA	7	0	0	0	0
PUERTO RICO	0	1	8	0	0
RHODE ISLAND	1	0	0	0	0
SOUTH CAROLINA	1	4	1	0	0
SOUTH DAKOTA	0	0	3	0	0
TENNESSEE	1	4	1	0	0
TEXAS	53	0	0	0	0
UTAH	3	0	2	0	0
VERMONT	1	0	1	0	0
VIRGINIA	4	1	4	3	0
WASHINGTON	0	0	0	0	0
WEST VIRGINIA	3	1	1	2	0
WISCONSIN	10	1	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	254	145	129	60	3
50 STATES, D.C. & P.R.	254	145	129	60	3

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

AUTISM

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	0	0	0	2
ALASKA	0	0	0	0
ARIZONA	2	2	0	7
ARKANSAS	1	0	1	2
CALIFORNIA	55	27	1	162
COLORADO	7	0	0	8
CONNECTICUT	1	1	0	7
DELAWARE	0	0	0	3
DISTRICT OF COLUMBIA	0	0	0	2
FLORIDA	15	1	1	52
GEORGIA	10	1	0	19
HAWAII	2	0	0	4
IDAHO	0	0	0	4
ILLINOIS	6	4	2	24
INDIANA	0	0	2	8
IOWA	0	1	0	9
KANSAS	0	0	0	0
KENTUCKY	0	0	0	4
LOUISIANA	0	1	3	16
MAINE	2	0	0	4
MARYLAND	1	0	2	10
MASSACHUSETTS	5	13	14	80
MICHIGAN	27	13	8	115
MINNESOTA	2	1	0	24
MISSISSIPPI	0	0	0	0
MISSOURI	5	0	0	13
MONTANA	0	0	1	1
NEBRASKA	1	0	0	4
NEVADA	0	0	0	4
NEW HAMPSHIRE	0	0	0	0
NEW JERSEY	14	0	2	35
NEW MEXICO	1	0	0	2
NEW YORK	39	7	12	112
NORTH CAROLINA	14	1	6	53
NORTH DAKOTA	0	0	0	0
OHIO	3	2	2	8
OKLAHOMA	1	0	1	7
OREGON	0	7	4	22
PENNSYLVANIA	2	6	0	15
PUERTO RICO	1	0	0	10
RHODE ISLAND	0	0	0	1
SOUTH CAROLINA	4	1	1	12
SOUTH DAKOTA	1	0	0	4
TENNESSEE	0	1	1	8
TEXAS	0	0	3	56
UTAH	3	3	0	11
VERMONT	1	0	0	3
VIRGINIA	5	0	0	17
WASHINGTON	0	0	0	0
WEST VIRGINIA	1	1	2	11
WISCONSIN	2	1	2	16
WYOMING	1	0	0	1
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	235	95	71	992
50 STATES, D.C. & P.R.	235	95	71	992

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	0	4	0	0	0
ALASKA	0	0	0	1	0
ARIZONA	0	0	0	0	0
ARKANSAS	2	0	0	0	0
CALIFORNIA	1	1	5	2	0
COLORADO	3	1	0	1	0
CONNECTICUT	1	0	0	0	0
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	3	0	0	0
FLORIDA	0	3	0	0	0
GEORGIA	0	0	0	0	0
HAWAII	2	0	1	0	0
IDAHO	0	0	0	0	0
ILLINOIS	3	0	1	0	0
INDIANA	0	0	1	0	0
IOWA	1	0	0	0	0
KANSAS	0	0	2	0	1
KENTUCKY	0	0	0	0	0
LOUISIANA	0	0	0	0	0
MAINE	0	0	0	0	0
MARYLAND	1	0	0	0	0
MASSACHUSETTS	1	0	0	0	0
MICHIGAN	0	0	0	0	0
MINNESOTA	0	0	0	0	0
MISSISSIPPI	0	1	0	0	0
MISSOURI	5	1	0	1	0
MONTANA	1	0	0	0	0
NEBRASKA	0	0	0	0	0
NEVADA	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0
NEW JERSEY	0	0	4	0	0
NEW MEXICO	0	0	0	0	0
NEW YORK	1	0	0	0	0
NORTH CAROLINA	0	0	0	0	0
NORTH DAKOTA	3	0	0	0	0
OHIO	6	3	1	0	1
OKLAHOMA	1	0	0	0	1
OREGON	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0
PUERTO RICO	0	0	0	0	0
RHODE ISLAND	1	0	1	0	0
SOUTH CAROLINA	0	0	0	0	0
SOUTH DAKOTA	0	0	1	0	0
TENNESSEE	0	0	0	0	0
TEXAS	1	0	0	0	0
UTAH	0	0	3	0	0
VERMONT	0	0	0	0	0
VIRGINIA	0	0	0	0	0
WASHINGTON	0	0	0	0	0
WEST VIRGINIA	0	0	1	1	0
WISCONSIN	0	0	0	0	0
WYOMING	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0
U.S. AND OUTLYING AREAS	34	17	21	6	3
50 STATES, D.C. & P.R.	34	17	21	6	3

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

DEAF-BLINDNESS

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	0	0	0	4
ALASKA	0	0	0	1
ARIZONA	0	1	1	2
ARKANSAS	0	0	0	2
CALIFORNIA	3	2	0	14
COLORADO	4	0	0	9
CONNECTICUT	0	0	0	1
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	3
FLORIDA	1	0	0	4
GEORGIA	0	0	0	0
HAWAII	0	0	0	3
IDAHO	0	0	0	0
ILLINOIS	0	0	0	4
INDIANA	2	1	0	4
IOWA	0	0	0	1
KANSAS	1	0	0	4
KENTUCKY	0	0	0	0
LOUISIANA	0	0	0	0
MAINE	0	0	0	0
MARYLAND	0	0	1	2
MASSACHUSETTS	0	0	0	1
MICHIGAN	0	0	0	0
MINNESOTA	0	0	0	0
MISSISSIPPI	0	0	0	1
MISSOURI	2	1	0	10
MONTANA	2	0	0	3
NEBRASKA	0	0	0	0
NEVADA	0	0	0	0
NEW HAMPSHIRE	0	0	0	0
NEW JERSEY	2	0	0	6
NEW MEXICO	1	0	0	1
NEW YORK	1	0	0	2
NORTH CAROLINA	1	0	0	1
NORTH DAKOTA	0	0	0	3
OHIO	0	0	1	12
OKLAHOMA	1	0	0	3
OREGON	0	0	0	0
PENNSYLVANIA	0	0	0	0
PUERTO RICO	1	1	0	2
RHODE ISLAND	0	0	0	2
SOUTH CAROLINA	1	1	0	2
SOUTH DAKOTA	1	0	0	2
TENNESSEE	0	0	0	0
TEXAS	0	0	0	1
UTAH	0	0	0	3
VERMONT	0	0	0	0
VIRGINIA	0	0	0	0
WASHINGTON	0	1	0	1
WEST VIRGINIA	0	0	0	2
WISCONSIN	0	0	0	0
WYOMING	0	0	0	0
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0
U.S. AND OUTLYING AREAS	24	8	3	116
50 STATES, D.C. & P.R.	24	8	3	116

Please see data notes for an explanation of individual State differences.

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Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

TRAUMATIC BRAIN INJURY

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
ALABAMA	8	1	1	1	0
ALASKA	2	0	0	0	0
ARIZONA	8	0	0	2	1
ARKANSAS	3	1	0	0	0
CALIFORNIA	27	15	1	12	2
COLORADO	6	0	0	2	1
CONNECTICUT	1	0	0	1	0
DELAWARE	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0
FLORIDA	8	2	0	7	0
GEORGIA	12	13	0	3	0
HAWAII	5	7	0	0	0
IDAHO	4	2	0	4	1
ILLINOIS	22	1	3	0	2
INDIANA	3	0	1	0	0
IOWA	12	1	0	1	0
KANSAS	0	0	0	0	0
KENTUCKY	7	1	0	2	0
LOUISIANA	4	2	0	1	0
MAINE	3	0	0	0	0
MARYLAND	8	0	2	7	1
MASSACHUSETTS	11	0	0	5	0
MICHIGAN	0	0	0	0	0
MINNESOTA	16	0	1	0	0
MISSISSIPPI	3	2	0	0	0
MISSOURI	11	0	0	5	0
MONTANA	4	0	0	1	0
NEBRASKA	9	0	0	1	0
NEVADA	1	0	0	1	0
NEW HAMPSHIRE	3	0	0	0	0
NEW JERSEY	4	0	0	0	0
NEW MEXICO	10	1	0	1	0
NEW YORK	27	18	2	7	1
NORTH CAROLINA	19	1	0	2	1
NORTH DAKOTA	1	0	0	0	0
OHIO	14	1	0	1	0
OKLAHOMA	14	0	0	0	0
OREGON	1	0	0	3	1
PENNSYLVANIA	70	0	7	9	1
PUERTO RICO	1	0	8	0	2
RHODE ISLAND	3	0	1	0	0
SOUTH CAROLINA	1	0	0	0	0
SOUTH DAKOTA	3	0	0	0	0
TENNESSEE	10	4	0	2	0
TEXAS	19	0	0	0	0
UTAH	5	1	1	3	0
VERMONT	0	0	0	0	0
VIRGINIA	10	3	0	4	0
WASHINGTON	0	0	0	0	0
WEST VIRGINIA	7	1	0	0	0
WISCONSIN	12	2	0	2	0
WYOMING	4	0	0	1	0
AMERICAN SAMOA	0	0	0	0	0
GUAM	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0
PALAU	0	0	0	0	0
VIRGIN ISLANDS	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	1	0	0	0
U.S. AND OUTLYING AREAS	436	81	28	91	14
50 STATES, D.C. & P.R.	436	80	28	91	14

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD1

Number of Students Age 14 and Older Exiting Special Education During the 1995-96 School Year

TRAUMATIC BRAIN INJURY

STATE	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
ALABAMA	1	0	1	13
ALASKA	1	0	0	3
ARIZONA	7	0	3	21
ARKANSAS	4	10	2	20
CALIFORNIA	28	32	5	122
COLORADO	8	0	1	18
CONNECTICUT	2	0	0	4
DELAWARE	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0
FLORIDA	8	0	6	31
GEORGIA	7	0	4	39
HAWAII	0	0	0	12
IDAHO	3	2	2	18
ILLINOIS	3	2	5	38
INDIANA	3	0	3	10
IOWA	2	1	6	23
KANSAS	0	0	0	0
KENTUCKY	3	1	8	22
LOUISIANA	0	3	3	13
MAINE	1	2	0	6
MARYLAND	5	0	4	27
MASSACHUSETTS	0	4	4	24
MICHIGAN	0	0	0	0
MINNESOTA	1	2	2	22
MISSISSIPPI	1	0	1	7
MISSOURI	6	0	0	22
MONTANA	1	1	2	9
NEBRASKA	3	2	5	20
NEVADA	0	0	1	3
NEW HAMPSHIRE	0	0	0	3
NEW JERSEY	0	0	0	4
NEW MEXICO	9	1	3	25
NEW YORK	17	13	9	94
NORTH CAROLINA	9	1	5	38
NORTH DAKOTA	0	0	1	2
OHIO	2	0	4	22
OKLAHOMA	2	0	2	18
OREGON	0	7	3	15
PENNSYLVANIA	21	25	6	139
PUERTO RICO	1	0	0	12
RHODE ISLAND	3	0	2	9
SOUTH CAROLINA	2	0	2	5
SOUTH DAKOTA	0	0	0	3
TENNESSEE	5	2	1	24
TEXAS	0	0	4	23
UTAH	4	12	5	31
VERMONT	0	0	0	0
VIRGINIA	6	2	1	26
WASHINGTON	0	0	0	0
WEST VIRGINIA	0	1	3	12
WISCONSIN	7	0	2	25
WYOMING	0	0	1	6
AMERICAN SAMOA	0	0	0	0
GUAM	0	0	0	0
NORTHERN MARIANAS	0	0	0	0
PALAU	0	0	0	0
VIRGIN ISLANDS	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	1
U.S. AND OUTLYING AREAS	186	126	122	1,084
50 STATES, D.C. & P.R.	186	126	122	1,083

Please see data notes for an explanation of individual State differences.

The definition for dropped out differs from the definition used by States prior to 1993-94. In this context, "dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown and other exiters.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

ALL DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	42	114	1	15,940	232
15	61	117	16	14,065	247
16	403	236	20	13,173	272
17	16,193	2,286	23	10,512	249
18	53,523	9,151	116	6,517	246
19	40,208	7,850	91	2,323	128
20	10,222	3,199	365	683	70
21+	5,399	3,193	3,544	369	119
14-21	126,051	26,146	4,176	63,582	1,563

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	25,063	10,422	2,901	54,715
15	24,326	11,514	6,373	56,719
16	22,048	12,343	17,294	65,789
17	16,496	10,860	20,460	77,079
18	9,346	7,428	19,687	106,014
19	3,391	2,978	9,810	66,779
20	1,093	1,137	3,659	20,428
21+	627	627	1,624	15,502
14-21	102,390	57,309	81,808	463,025

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	18	78	1	8,331	74
15	40	64	0	7,817	86
16	215	100	2	7,666	99
17	10,965	1,162	14	6,233	102
18	38,126	5,030	63	3,918	95
19	28,895	4,047	45	1,413	39
20	6,155	1,079	66	395	11
21+	1,333	347	464	136	21
14-21	85,747	11,907	655	35,909	527

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	14,394	6,049	1,560	30,505
15	13,203	6,450	3,323	30,983
16	11,862	6,681	9,372	35,997
17	8,860	5,975	11,973	45,284
18	5,272	4,187	11,769	68,460
19	1,801	1,650	6,243	44,133
20	412	515	2,241	10,874
21+	153	192	900	3,546
14-21	55,957	31,699	47,381	269,782

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	1	22	0	3,871	2
15	6	21	0	2,273	8
16	22	18	0	1,345	3
17	545	38	0	848	6
18	1,724	180	0	460	5
19	981	177	2	159	2
20	217	46	4	39	0
21+	98	37	65	19	2
14-21	3,594	539	71	9,014	28

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	1,036	731	173	5,836
15	686	485	182	3,661
16	438	383	444	2,653
17	325	313	459	2,534
18	156	248	402	3,175
19	65	126	179	1,691
20	31	42	71	450
21+	6	18	38	283
14-21	2,743	2,346	1,948	20,283

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

MENTAL RETARDATION

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	6	3	0	428	55
15	1	8	0	447	40
16	25	40	4	432	47
17	794	638	4	376	43
18	4,436	2,655	22	441	54
19	4,628	2,612	13	196	38
20	2,075	1,438	201	76	24
21+	2,456	1,996	1,867	103	37
14-21	14,421	9,390	2,111	2,499	338

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	2,601	920	333	4,346
15	2,529	1,050	675	4,750
16	2,352	1,147	2,098	6,145
17	1,908	1,064	2,218	7,045
18	1,311	895	2,493	12,307
19	648	477	1,319	9,931
20	347	266	573	5,000
21+	250	237	344	7,290
14-21	11,946	6,056	10,053	56,814

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

EMOTIONAL DISTURBANCE

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	11	8	0	1,528	24
15	12	20	1	1,750	36
16	106	65	4	1,972	45
17	2,430	315	4	1,557	28
18	5,181	743	27	894	22
19	3,115	486	20	318	9
20	835	185	53	105	6
21+	370	93	206	44	8
14-21	12,060	1,915	315	8,168	178

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	5,641	2,261	734	10,207
15	6,608	3,016	1,964	13,407
16	6,284	3,512	4,767	16,755
17	4,467	2,991	5,059	16,851
18	1,995	1,706	4,272	14,840
19	593	518	1,663	6,722
20	155	223	611	2,173
21+	66	90	219	1,096
14-21	25,809	14,317	19,289	82,051

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

MULTIPLE DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	0	1	0	35	32
15	0	0	1	41	35
16	3	4	1	41	27
17	118	27	0	32	26
18	375	118	1	34	26
19	321	114	6	18	21
20	173	182	24	11	15
21+	566	384	575	13	28
14-21	1,556	830	608	225	210

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	293	77	17	455
15	301	84	44	506
16	255	121	140	592
17	205	81	110	599
18	190	86	162	992
19	95	56	79	710
20	64	37	44	550
21+	74	35	34	1,709
14-21	1,477	577	630	6,113

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

HEARING IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	3	0	0	116	5
15	0	2	14	111	4
16	7	1	9	106	4
17	298	21	1	88	3
18	1,040	133	0	55	2
19	694	129	1	26	0
20	228	101	1	10	0
21+	104	68	22	5	2
14-21	2,374	455	48	517	20

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	281	112	22	539
15	232	107	33	503
16	187	102	104	520
17	188	93	145	837
18	122	79	130	1,561
19	38	47	92	1,027
20	14	11	38	403
21+	5	8	18	232
14-21	1,067	559	582	5,622

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	0	0	0	214	15
15	2	0	0	245	20
16	4	2	0	334	20
17	204	22	0	272	21
18	659	87	0	151	17
19	474	94	1	49	11
20	180	46	3	16	8
21+	156	72	102	19	8
14-21	1,679	323	106	1,300	120

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	215	73	17	534
15	187	71	46	571
16	138	95	60	653
17	115	73	100	807
18	72	59	123	1,168
19	42	29	69	769
20	27	14	23	317
21+	31	17	35	440
14-21	827	431	473	5,259

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

OTHER HEALTH IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	2	1	0	1,360	21
15	0	2	0	1,318	14
16	12	4	0	1,208	23
17	602	39	0	1,027	16
18	1,295	145	1	517	16
19	701	117	1	123	6
20	180	51	3	25	1
21+	96	49	32	14	11
14-21	2,888	408	37	5,592	108

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	427	149	37	1,997
15	432	186	87	2,039
16	385	219	257	2,108
17	285	212	301	2,482
18	131	110	236	2,451
19	56	34	112	1,150
20	10	15	26	311
21+	6	7	17	232
14-21	1,732	932	1,073	12,770

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

VISUAL IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	0	1	0	37	1
15	0	0	0	43	1
16	7	0	0	39	1
17	161	13	0	36	2
18	460	23	2	29	7
19	240	36	2	12	0
20	84	28	4	3	0
21+	56	35	39	2	2
14-21	1,008	136	47	201	14

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	88	21	5	153
15	68	29	7	148
16	89	43	23	202
17	64	33	55	364
18	42	18	43	624
19	22	13	30	355
20	8	2	10	139
21+	6	4	10	154
14-21	387	163	183	2,139

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

AUTISM

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	1	0	0	11	0
15	0	0	0	12	1
16	0	1	0	8	1
17	17	2	0	10	0
18	54	13	0	6	0
19	43	17	0	3	1
20	37	26	1	1	0
21+	102	86	128	9	0
14-21	254	145	129	60	3

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	52	12	1	77
15	39	10	2	64
16	31	17	15	73
17	22	8	14	73
18	28	15	14	130
19	19	21	12	116
20	17	2	8	92
21+	27	10	5	367
14-21	235	95	71	992

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	0	0	0	1	1
15	0	0	0	1	1
16	0	0	0	1	1
17	3	0	0	2	0
18	15	1	0	0	0
19	5	2	0	0	0
20	8	4	3	0	0
21+	3	10	18	1	0
14-21	34	17	21	6	3

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	2	1	0	5
15	5	3	1	11
16	2	0	0	4
17	4	2	0	11
18	6	0	2	24
19	4	1	0	12
20	0	1	0	16
21+	1	0	0	33
14-21	24	8	3	116

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD2

Number of Students with Disabilities Exiting Special Education by Age Year During the 1995-96 School Year

TRAUMATIC BRAIN INJURY

AGE GROUP	GRADUATED WITH DIPLOMA	GRADUATED WITH CERTIFICATE	REACHED MAXIMUM AGE	RETURNED TO REGULAR EDUCATION	DIED
14	0	0	0	8	2
15	0	0	0	7	1
16	2	1	0	21	1
17	56	9	0	31	2
18	158	23	0	12	2
19	111	19	0	6	1
20	50	13	2	2	5
21+	59	16	26	4	0
14-21	436	81	28	91	14

AGE GROUP	MOVED, KNOWN TO CONTINUE	MOVED, NOT KNOWN TO CONTINUE	DROPPED OUT	TOTAL EXITING SPECIAL EDUCATION
14	33	16	2	61
15	36	23	9	76
16	25	23	14	87
17	53	15	26	192
18	21	25	41	282
19	8	6	12	163
20	8	9	14	103
21+	2	9	4	120
14-21	186	126	122	1,084

The definition for dropped out differs from earlier definitions. In this context, "Dropped out" is defined as the total who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other bases described. This category includes dropouts, runaways, GED recipients, expulsions, status unknown, and other exiters.

Please see data notes for an explanation of individual state differences.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AD3

Number of Students with Disabilities Exiting School by Graduation with a Diploma, Graduation with a Certificate, and Reached Maximum Age by Age During the 1986-87 Through 1995-96 School Years

GRADUATED WITH A DIPLOMA

REPORTING YEAR

	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
14	.	90	61	262	82	139	127	91	62	42
15	.	130	70	170	152	172	110	169	106	61
16	1,501	596	662	471	543	506	472	532	545	403
17	16,910	17,794	14,424	14,453	14,663	14,360	16,149	15,417	16,455	16,193
18	43,144	42,698	44,851	44,853	46,707	45,068	46,809	47,847	49,988	53,523
19	22,308	24,591	27,316	27,776	29,194	29,325	27,162	35,730	37,154	40,208
20	5,637	6,444	7,060	8,129	7,468	7,445	7,205	9,361	9,254	10,222
21+	6,710	3,288	3,615	3,369	3,165	3,740	3,555	4,763	4,907	5,399
14-22	96,210	95,631	98,059	103,688	101,974	100,755	101,589	113,910	118,471	126,051

GRADUATED WITH A CERTIFICATE

REPORTING YEAR

	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
14	.	481	818	356	264	223	64	130	73	114
15	.	369	721	350	378	158	91	71	68	117
16	347	465	810	399	430	217	142	178	154	236
17	2,125	1,909	2,326	1,811	1,938	1,930	2,201	2,016	2,373	2,286
18	7,288	7,560	7,667	6,993	6,956	7,264	8,259	7,766	9,017	9,151
19	5,803	5,168	5,721	5,821	6,780	7,593	8,345	7,001	7,308	7,850
20	3,317	2,299	2,748	2,845	7,025	7,190	8,189	3,408	3,083	3,199
21+	8,475	3,024	3,255	3,132	5,963	6,267	6,693	3,413	3,030	3,193
14-22	27,355	21,275	24,066	28,770	29,734	30,842	33,984	23,983	25,106	26,146

REACHED MAXIMUM AGE

REPORTING YEAR

	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
14	.	14	255	6	5	8	6	7	4	1
15	.	8	312	43	9	16	51	9	7	16
16	104	32	222	157	74	44	45	39	26	20
17	121	44	280	136	74	70	91	106	37	23
18	134	505	191	256	66	115	163	110	110	116
19	278	56	94	175	60	68	193	91	79	91
20	851	335	299	539	560	588	725	525	383	365
21+	3,863	4,977	4,626	4,388	3,522	3,428	3,768	3,707	3,308	3,544
14-22	5,351	5,971	6,279	5,700	4,370	4,337	5,042	4,594	3,954	4,176

The data collection on exiting status was changed in 1992-93 from counting students exiting the school system to counting students who exited from special education. These three bases of exit had the same definitions across the data collections for the years shown.

Exiting data on students ages 14 and 15 were first collected by individual age year in 1987-88.

For 1989-90, the total number of students with disabilities ages 14-22+ will not equal the sum for the individual age years because Texas did not apportion children by individual age.

Data based on the 1995-96 school year, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF1

Estimated Resident Population for Children Ages 3-21

	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
STATE	1987-88	1995-96	1996-97	1996-97 LESS 1987-88	1996-97 LESS 1995-96	1996-97 LESS 1987-88	1996-97 LESS 1995-96
ALABAMA	1,197,000	1,150,915	1,153,915	-43,085	3,000	-3.60	0.26
ALASKA	170,000	196,068	195,244	25,244	-824	14.85	-0.42
ARIZONA	946,000	1,205,860	1,192,102	246,102	-13,758	26.02	-1.14
ARKANSAS	689,000	692,638	702,335	13,335	9,697	1.94	1.40
CALIFORNIA	7,499,000	8,789,680	8,961,485	1,462,485	171,805	19.50	1.95
COLORADO	909,000	1,022,934	1,047,003	138,003	24,069	15.18	2.35
CONNECTICUT	822,000	812,562	815,883	-6,117	3,321	-0.74	0.41
DELAWARE	174,000	183,985	183,763	9,763	-222	5.61	-0.12
DISTRICT OF COLUMBIA	143,000	113,786	113,024	-29,976	-762	-20.96	-0.67
FLORIDA	2,857,000	3,446,387	3,526,651	669,651	80,264	23.44	2.33
GEORGIA	1,852,000	2,000,021	2,041,126	189,126	41,105	10.21	2.06
HAWAII	304,000	319,543	321,444	17,444	1,901	5.74	0.59
IDAHO	318,000	371,227	376,010	58,010	4,783	18.24	1.29
ILLINOIS	3,212,000	3,202,755	3,248,120	36,120	45,365	1.12	1.42
INDIANA	1,580,000	1,574,040	1,590,189	10,189	16,149	0.64	1.03
IOWA	785,000	773,440	775,657	-9,343	2,217	-1.19	0.29
KANSAS	680,000	727,299	727,664	47,664	365	7.01	0.05
KENTUCKY	1,082,000	1,046,770	1,049,445	-32,555	2,675	-3.01	0.26
LOUISIANA	1,375,000	1,306,464	1,316,190	-58,810	9,726	-4.28	0.74
MAINE	329,000	326,437	323,753	-5,247	-2,684	-1.59	-0.82
MARYLAND	1,211,000	1,294,912	1,318,971	107,971	24,059	8.92	1.86
MASSACHUSETTS	1,471,000	1,468,153	1,481,596	10,596	13,443	0.72	0.92
MICHIGAN	2,643,000	2,639,055	2,669,483	26,483	30,428	1.00	1.15
MINNESOTA	1,170,000	1,296,731	1,311,589	141,589	14,858	12.10	1.15
MISSISSIPPI	841,000	810,186	812,349	-28,651	2,163	-3.41	0.27
MISSOURI	1,387,000	1,448,782	1,470,851	83,851	22,069	6.05	1.52
MONTANA	233,000	254,106	253,327	20,327	-779	8.72	-0.31
NEBRASKA	445,000	469,442	471,964	26,964	2,522	6.06	0.54
NEVADA	259,000	398,807	418,302	159,302	19,495	61.51	4.89
NEW HAMPSHIRE	287,000	303,974	306,059	19,059	2,085	6.64	0.69
NEW JERSEY	1,982,000	2,005,821	2,035,825	53,825	30,004	2.72	1.50
NEW MEXICO	460,000	517,956	524,613	64,613	6,657	14.05	1.29
NEW YORK	4,689,000	4,638,906	4,689,390	390	50,484	0.01	1.09
NORTH CAROLINA	1,780,000	1,886,207	1,930,310	150,310	44,103	8.44	2.34
NORTH DAKOTA	196,000	183,951	183,922	-12,078	-29	-6.16	-0.02
OHIO	3,025,000	3,006,441	3,013,226	-11,774	6,785	-0.39	0.23
OKLAHOMA	938,000	933,349	942,323	4,323	8,974	0.46	0.96
OREGON	723,000	838,426	855,357	132,357	16,931	18.31	2.02
PENNSYLVANIA	3,094,000	3,045,163	3,053,348	-40,652	8,185	-1.31	0.27
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	253,000	244,783	245,903	-7,097	1,120	-2.81	0.46
SOUTH CAROLINA	1,015,000	1,004,188	1,006,713	-8,287	2,525	-0.82	0.25
SOUTH DAKOTA	203,000	219,185	219,189	16,189	4	7.97	0.00
TENNESSEE	1,351,000	1,382,530	1,400,474	49,474	17,944	3.66	1.30
TEXAS	5,104,000	5,557,264	5,653,549	549,549	96,285	10.77	1.73
UTAH	628,000	712,654	725,765	97,765	13,111	15.57	1.84
VERMONT	153,000	154,759	156,566	3,566	1,807	2.33	1.17
VIRGINIA	1,591,000	1,696,903	1,730,879	139,879	33,976	8.79	2.00
WASHINGTON	1,228,000	1,479,476	1,510,566	282,566	31,090	23.01	2.10
WEST VIRGINIA	539,000	469,318	469,919	-69,081	601	-12.82	0.13
WISCONSIN	1,352,000	1,429,603	1,434,360	82,360	4,757	6.09	0.33
WYOMING	151,000	147,971	146,634	-4,366	-1,337	-2.89	-0.90
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	67,325,000	71,201,813	72,104,325	4,779,325	902,512	7.10	1.27

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of October 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF2

Estimated Resident Population for Children Birth Through Age 2

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1987-88	1995-96	1996-97	1996-97 LESS 1987-88	1996-97 LESS 1995-96	1996-97 LESS 1987-88	1996-97 LESS 1995-96
ALABAMA	172,606	178,938	175,355	2,749	-3,583	1.59	-2.00
ALASKA	37,208	30,918	28,983	-8,225	-1,935	-22.11	-6.26
ARIZONA	172,487	211,782	208,055	35,568	-3,727	20.62	-1.76
ARKANSAS	100,626	101,744	104,156	3,530	2,412	3.51	2.37
CALIFORNIA	1,368,685	1,653,825	1,609,309	240,624	-44,516	17.58	-2.69
COLORADO	160,714	158,555	160,314	-400	1,759	-0.25	1.11
CONNECTICUT	132,444	133,704	131,703	-741	-2,001	-0.56	-1.50
DELAWARE	28,214	30,404	29,456	1,242	-948	4.40	-3.12
DISTRICT OF COLUMBIA	24,519	23,678	19,412	-5,107	-4,266	-20.83	-18.02
FLORIDA	484,667	570,069	562,291	77,624	-7,778	16.02	-1.36
GEORGIA	286,346	328,305	328,671	42,325	366	14.78	0.11
HAWAII	51,375	57,587	53,577	2,202	-4,010	4.29	-6.96
IDAHO	49,656	52,798	53,394	3,738	596	7.53	1.13
ILLINOIS	513,295	550,204	543,374	30,079	-6,830	5.86	-1.24
INDIANA	235,109	242,079	243,350	8,241	1,271	3.51	0.53
IOWA	116,393	108,246	107,503	-8,890	-743	-7.64	-0.69
KANSAS	115,245	108,405	107,727	-7,518	-678	-6.52	-0.63
KENTUCKY	152,383	154,715	153,244	861	-1,471	0.57	-0.95
LOUISIANA	222,590	200,473	192,981	-29,609	-7,492	-13.30	-3.74
MAINE	50,141	42,529	40,871	-9,270	-1,658	-18.49	-3.90
MARYLAND	203,299	216,000	211,217	7,918	-4,783	3.89	-2.21
MASSACHUSETTS	240,986	242,830	224,807	-16,179	-18,023	-6.71	-7.42
MICHIGAN	411,296	399,821	393,598	-17,698	-6,223	-4.30	-1.56
MINNESOTA	197,575	188,289	186,462	-11,113	-1,827	-5.62	-0.97
MISSISSIPPI	122,260	124,547	120,753	-1,507	-3,794	-1.23	-3.05
MISSOURI	221,960	216,420	215,302	-6,658	-1,118	-3.00	-0.52
MONTANA	38,628	32,982	32,551	-6,077	-431	-15.73	-1.31
NEBRASKA	73,462	67,434	67,760	-5,702	326	-7.76	0.48
NEVADA	47,714	71,186	74,972	27,258	3,786	57.13	5.32
NEW HAMPSHIRE	46,783	43,838	44,135	-2,648	297	-5.66	0.68
NEW JERSEY	314,837	339,133	335,928	21,091	-3,205	6.70	-0.95
NEW MEXICO	78,989	81,641	79,677	688	-1,964	0.87	-2.41
NEW YORK	746,118	802,969	774,377	28,259	-28,592	3.79	-3.56
NORTH CAROLINA	264,118	302,603	301,593	37,475	-1,010	14.19	-0.33
NORTH DAKOTA	32,469	24,961	24,731	-7,738	-230	-23.83	-0.92
OHIO	468,488	455,084	447,690	-20,798	-7,394	-4.44	-1.62
OKLAHOMA	149,832	134,940	133,709	-16,123	-1,231	-10.76	-0.91
OREGON	115,566	123,168	126,210	10,644	3,042	9.21	2.47
PENNSYLVANIA	472,131	459,259	444,361	-27,770	-14,898	-5.88	-3.24
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	39,648	39,298	36,997	-2,651	-2,301	-6.69	-5.86
SOUTH CAROLINA	151,004	153,738	148,150	-2,854	-5,588	-1.89	-3.63
SOUTH DAKOTA	34,713	30,695	30,267	-4,446	-428	-12.81	-1.39
TENNESSEE	193,667	216,078	215,634	21,967	-444	11.34	-0.21
TEXAS	872,626	946,613	947,908	75,282	1,295	8.63	0.14
UTAH	107,865	110,504	114,433	6,568	3,929	6.09	3.56
VERMONT	24,148	21,538	20,445	-3,703	-1,093	-15.33	-5.07
VIRGINIA	256,225	276,609	268,466	12,241	-8,143	4.78	-2.94
WASHINGTON	208,831	226,071	227,539	18,708	1,468	8.96	0.65
WEST VIRGINIA	68,128	62,516	62,775	-5,353	259	-7.86	0.41
WISCONSIN	216,949	201,715	197,899	-19,050	-3,816	-8.78	-1.89
WYOMING	25,405	18,878	18,360	-7,045	-518	-27.73	-2.74
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	10,920,423	11,570,316	11,382,432	462,009	-187,884	4.23	-1.62

Population counts are July estimates from the U.S. Bureau of the Census.

Data as of October 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF3

Estimated Resident Population for Children Ages 3-5

STATE	NUMBER 1976-77	NUMBER 1995-96	NUMBER 1996-97	CHANGE IN NUMBER 1996-97 LESS 1976-77	CHANGE IN NUMBER 1996-97 LESS 1995-96	PERCENTAGE CHANGE IN NUMBER 1996-97 LESS 1976-77	PERCENTAGE CHANGE IN NUMBER 1996-97 LESS 1995-96
ALABAMA	175,341	182,430	181,753	6,412	-677	3.66	-0.37
ALASKA	24,068	33,676	31,429	7,361	-2,247	30.58	-6.67
ARIZONA	120,127	215,394	203,447	83,320	-11,947	69.36	-5.55
ARKANSAS	101,569	107,170	107,454	5,885	284	5.79	0.26
CALIFORNIA	909,219	1,708,349	1,708,168	798,949	-181	87.87	-0.01
COLORADO	120,145	166,491	166,049	45,904	-442	38.21	-0.27
CONNECTICUT	113,358	143,093	138,557	25,199	-4,536	22.23	-3.17
DELAWARE	25,241	31,933	30,753	5,512	-1,180	21.84	-3.70
DISTRICT OF COLUMBIA	27,938	24,173	22,640	-5,298	-1,533	-18.96	-6.34
FLORIDA	344,352	601,820	597,915	253,563	-3,905	73.63	-0.65
GEORGIA	249,132	335,940	336,261	87,129	321	34.97	0.10
HAWAII	45,097	56,983	56,702	11,605	-281	25.73	-0.49
IDAHO	44,631	55,248	55,174	10,543	-74	23.62	-0.13
ILLINOIS	499,178	553,497	557,606	58,428	4.109	11.70	0.74
INDIANA	246,507	249,176	249,849	3,342	673	1.36	0.27
IOWA	118,766	114,898	112,292	-6,474	-2,606	-5.45	-2.27
KANSAS	96,784	112,873	109,451	12,667	-3,422	13.09	-3.03
KENTUCKY	162,249	159,784	158,803	-3,446	-981	-2.12	-0.61
LOUISIANA	198,917	203,620	202,797	3,880	-823	1.95	-0.40
MAINE	47,644	49,250	46,486	-1,158	-2,764	-2.43	-5.61
MARYLAND	164,831	230,286	226,122	61,291	-4,164	37.18	-1.81
MASSACHUSETTS	213,304	258,913	251,434	38,130	-7,479	17.88	-2.89
MICHIGAN	413,467	432,377	422,831	9,364	-9,546	2.26	-2.21
MINNESOTA	166,645	202,751	197,034	30,389	-5,717	18.24	-2.82
MISSISSIPPI	130,900	125,857	125,202	-5,698	-655	-4.35	-0.52
MISSOURI	205,393	231,076	229,502	24,109	-1,574	11.74	-0.68
MONTANA	35,214	36,684	35,126	-88	-1,558	-0.25	-4.25
NEBRASKA	69,511	71,440	69,196	-315	-2,244	-0.45	-3.14
NEVADA	27,838	72,409	73,646	45,808	1,237	164.55	1.71
NEW HAMPSHIRE	34,881	50,254	47,840	12,959	-2,414	37.15	-4.80
NEW JERSEY	290,746	357,962	357,056	66,310	-906	22.81	-0.25
NEW MEXICO	64,122	85,077	84,562	20,440	-515	31.88	-0.61
NEW YORK	702,865	833,359	827,184	124,319	-6,175	17.69	-0.74
NORTH CAROLINA	252,156	318,378	319,547	67,391	1,169	26.73	0.37
NORTH DAKOTA	30,231	26,082	25,129	-5,102	-953	-16.88	-3.65
OHIO	470,129	480,489	470,717	588	-9,772	0.13	-2.03
OKLAHOMA	126,173	144,087	142,310	16,137	-1,777	12.79	-1.23
OREGON	98,561	131,491	129,945	31,384	-1,546	31.84	-1.18
PENNSYLVANIA	460,377	494,109	481,047	20,670	-13,062	4.49	-2.64
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	35,362	42,822	40,057	4,695	-2,765	13.28	-6.46
SOUTH CAROLINA	144,888	164,669	160,734	15,846	-3,935	10.94	-2.39
SOUTH DAKOTA	32,481	32,923	31,798	-683	-1,125	-2.10	-3.42
TENNESSEE	192,024	224,491	224,388	32,364	-103	16.85	-0.05
TEXAS	634,321	943,507	951,887	317,566	8,380	50.06	0.89
UTAH	81,356	109,997	110,474	29,118	477	35.79	0.43
VERMONT	20,524	24,054	22,996	2,472	-1,058	12.05	-4.40
VIRGINIA	216,877	282,845	281,752	64,875	-1,093	29.91	-0.39
WASHINGTON	147,905	242,001	239,841	91,936	-2,160	62.16	-0.89
WEST VIRGINIA	84,025	65,894	66,454	-17,571	560	-20.91	0.85
WISCONSIN	192,191	217,658	210,511	18,320	-7,147	9.53	-3.28
WYOMING	19,946	20,495	19,592	-354	-903	-1.78	-4.41
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	9,429,510	12,060,235	11,949,500	2,519,990	-110,735	26.72	-0.92

Population counts are July estimates form the U.S. Bureau of the Census.

The 1976-77 data were estimated from the 3-21 year old group.

Data as of October 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF4

Estimated Resident Population for Children Ages 6-17

STATE	NUMBER 1976-77	NUMBER 1995-96	NUMBER 1996-97	CHANGE IN NUMBER 1996-97 LESS 1976-77	CHANGE IN NUMBER 1996-97 LESS 1995-96	PERCENTAGE CHANGE IN NUMBER 1996-97 LESS 1976-77	PERCENTAGE CHANGE IN NUMBER 1996-97 LESS 1995-96
ALABAMA	812,953	718,777	719,328	-93,625	551	-11.52	0.08
ALASKA	102,411	124,659	123,975	21,564	-684	21.06	-0.55
ARIZONA	490,548	766,094	738,684	248,136	-27,410	50.58	-3.58
ARKANSAS	450,431	440,607	447,838	-2,593	7,231	-0.58	1.64
CALIFORNIA	4,446,498	5,431,442	5,548,936	1,102,438	117,494	24.79	2.16
COLORADO	551,093	656,154	671,575	120,482	15,421	21.86	2.35
CONNECTICUT	671,319	520,936	527,690	-143,629	6,754	-21.40	1.30
DELAWARE	128,764	116,489	115,806	-12,958	-683	-10.06	-0.59
DISTRICT OF COLUMBIA	136,585	66,801	67,507	-69,078	706	-50.58	1.06
FLORIDA	1,586,530	2,199,439	2,262,861	676,331	63,422	42.63	2.88
GEORGIA	1,120,109	1,259,349	1,287,524	167,415	28,175	14.95	2.24
HAWAII	191,110	194,692	196,244	5,134	1,552	2.69	0.80
IDAHO	186,590	239,878	239,941	53,351	63	28.59	0.03
ILLINOIS	2,429,966	2,022,193	2,054,925	-375,041	32,732	-15.43	1.62
INDIANA	1,182,681	996,104	1,005,325	-177,356	9,221	-15.00	0.93
IOWA	632,399	501,367	499,544	-132,855	-1,823	-21.01	-0.36
KANSAS	473,180	471,483	470,136	-3,044	-1,347	-0.64	-0.29
KENTUCKY	746,989	658,209	656,613	-90,376	-1,596	-12.10	-0.24
LOUISIANA	923,076	835,121	837,677	-85,399	2,556	-9.25	0.31
MAINE	237,130	213,116	212,162	-24,968	-954	-10.53	-0.45
MARYLAND	928,271	825,680	848,851	-79,420	23,171	-8.56	2.81
MASSACHUSETTS	1,242,391	930,111	945,688	-296,703	15,577	-23.88	1.67
MICHIGAN	2,095,777	1,687,257	1,720,585	-375,192	33,328	-17.90	1.98
MINNESOTA	898,231	854,452	863,512	-34,719	9,060	-3.87	1.06
MISSISSIPPI	562,604	511,505	510,179	-52,425	-1,326	-9.32	-0.26
MISSOURI	1,003,075	934,056	949,395	-53,680	15,339	-5.35	1.64
MONTANA	169,330	166,468	165,074	-4,256	-1,394	-2.51	-0.84
NEBRASKA	332,339	304,423	305,230	-27,109	807	-8.16	0.27
NEVADA	135,073	254,991	268,132	133,059	13,141	98.51	5.15
NEW HAMPSHIRE	183,785	200,877	203,891	20,106	3,014	10.94	1.50
NEW JERSEY	1,587,994	1,266,428	1,293,988	-294,006	27,560	-18.51	2.18
NEW MEXICO	280,878	333,381	336,994	56,116	3,613	19.98	1.08
NEW YORK	3,793,733	2,900,534	2,938,973	-854,760	38,439	-22.53	1.33
NORTH CAROLINA	1,181,836	1,178,138	1,212,477	30,641	34,339	2.59	2.91
NORTH DAKOTA	144,042	119,402	118,783	-25,259	-619	-17.54	-0.52
OHIO	2,355,041	1,924,275	1,929,434	-425,607	5,159	-18.07	0.27
OKLAHOMA	564,589	599,012	604,777	40,188	5,765	7.12	0.96
OREGON	478,903	542,381	552,251	73,348	9,870	15.32	1.82
PENNSYLVANIA	2,454,642	1,955,934	1,969,268	-485,374	13,334	-19.77	0.68
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	199,207	155,491	158,229	-40,978	2,738	-20.57	1.76
SOUTH CAROLINA	645,989	625,977	628,881	-17,108	2,904	-2.65	0.46
SOUTH DAKOTA	151,333	142,818	142,091	-9,242	-727	-6.11	-0.51
TENNESSEE	899,154	869,728	882,139	-17,015	12,411	-1.89	1.43
TEXAS	2,779,661	3,510,297	3,552,482	772,821	42,185	27.80	1.20
UTAH	286,294	454,117	453,896	167,602	-221	58.54	-0.05
VERMONT	108,007	101,168	103,207	-4,800	2,039	-4.44	2.02
VIRGINIA	1,090,502	1,053,073	1,081,618	-8,884	28,545	-0.81	2.71
WASHINGTON	776,411	950,332	969,424	193,013	19,092	24.86	2.01
WEST VIRGINIA	380,112	293,458	292,704	-87,408	-754	-23.00	-0.26
WISCONSIN	1,043,493	933,832	934,624	-108,869	792	-10.43	0.08
WYOMING	84,744	96,895	95,323	10,579	-1,572	12.48	-1.62
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	46,337,802	45,109,401	45,716,391	-621,411	606,990	-1.34	1.35

Population counts are July estimates from the U.S. Bureau of the Census.

The 1976-77 data were estimated from the 3-21 year old group.

Data as of October 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AF5

Estimated Resident Population for Children Ages 18-21

STATE	NUMBER 1976-77	NUMBER 1995-96	NUMBER 1996-97	CHANGE IN NUMBER 1996-97 LESS 1976-77	CHANGE IN NUMBER 1996-97 LESS 1995-96	PERCENTAGE CHANGE IN NUMBER 1996-97 LESS 1976-77	PERCENTAGE CHANGE IN NUMBER 1996-97 LESS 1995-96
ALABAMA	287,706	249,708	252,834	-34,872	3,126	-12.12	1.25
ALASKA	44,521	37,733	39,840	-4,681	2,107	-10.51	5.58
ARIZONA	177,325	224,372	249,971	72,646	25,599	40.97	11.41
ARKANSAS	152,000	144,861	147,043	-4,957	2,182	-3.26	1.51
CALIFORNIA	1,736,283	1,649,889	1,704,381	-31,902	54,492	-1.84	3.30
COLORADO	228,763	200,289	209,379	-19,384	9,090	-8.47	4.54
CONNECTICUT	236,324	148,533	149,636	-86,688	1,103	-36.68	0.74
DELAWARE	50,995	35,563	37,204	-13,791	1,641	-27.04	4.61
DISTRICT OF COLUMBIA	62,477	22,812	22,877	-39,600	65	-63.38	0.28
FLORIDA	594,118	645,128	665,875	71,757	20,747	12.08	3.22
GEORGIA	408,759	404,732	417,341	8,582	12,609	2.10	3.12
HAWAII	84,792	67,868	68,498	-16,294	630	-19.22	0.93
IDAHO	65,779	76,101	80,895	15,116	4,794	22.98	6.30
ILLINOIS	872,856	627,065	635,589	-237,267	8,524	-27.18	1.36
INDIANA	424,812	328,760	335,015	-89,797	6,255	-21.14	1.90
IOWA	218,835	157,175	163,821	-55,014	6,646	-25.14	4.23
KANSAS	193,036	142,943	148,077	-44,959	5,134	-23.29	3.59
KENTUCKY	271,761	228,777	234,029	-37,732	5,252	-13.88	2.30
LOUISIANA	322,007	267,723	275,716	-46,291	7,993	-14.38	2.99
MAINE	83,226	64,071	65,105	-18,121	1,034	-21.77	1.61
MARYLAND	343,897	238,946	243,998	-99,899	5,052	-29.05	2.11
MASSACHUSETTS	474,305	279,129	284,474	-189,831	5,345	-40.02	1.91
MICHIGAN	757,757	519,421	526,067	-231,690	6,646	-30.58	1.28
MINNESOTA	328,124	239,528	251,043	-77,081	11,515	-23.49	4.81
MISSISSIPPI	188,496	172,824	176,968	-11,528	4,144	-6.12	2.40
MISSOURI	378,532	283,650	291,954	-86,578	8,304	-22.87	2.93
MONTANA	60,456	50,954	53,127	-7,329	2,173	-12.12	4.26
NEBRASKA	126,150	93,579	97,538	-28,612	3,959	-22.68	4.23
NEVADA	48,088	71,407	76,524	28,436	5,117	59.13	7.17
NEW HAMPSHIRE	62,335	52,843	54,328	-8,007	1,485	-12.84	2.81
NEW JERSEY	519,260	381,431	384,781	-134,479	3,350	-25.90	0.88
NEW MEXICO	102,000	99,498	103,057	1,057	3,559	1.04	3.58
NEW YORK	1,317,403	905,013	923,233	-394,170	18,220	-29.92	2.01
NORTH CAROLINA	449,008	389,691	398,286	-50,722	8,595	-11.30	2.21
NORTH DAKOTA	55,727	38,467	40,010	-15,717	1,543	-28.20	4.01
OHIO	861,830	601,677	613,075	-248,755	11,398	-28.86	1.89
OKLAHOMA	215,238	190,250	195,236	-20,002	4,986	-9.29	2.62
OREGON	174,536	164,554	173,161	-1,375	8,607	-0.79	5.23
PENNSYLVANIA	877,981	595,120	603,033	-274,948	7,913	-31.32	1.33
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	73,430	46,470	47,617	-25,813	1,147	-35.15	2.47
SOUTH CAROLINA	244,123	213,542	217,098	-27,025	3,556	-11.07	1.67
SOUTH DAKOTA	57,186	43,444	45,300	-11,886	1,856	-20.79	4.27
TENNESSEE	321,822	288,311	293,947	-27,875	5,636	-8.66	1.95
TEXAS	1,032,018	1,103,460	1,149,180	117,162	45,720	11.35	4.14
UTAH	113,350	148,540	161,395	48,045	12,855	42.39	8.65
VERMONT	39,470	29,537	30,363	-9,107	826	-23.07	2.80
VIRGINIA	446,620	360,985	367,509	-79,111	6,524	-17.71	1.81
WASHINGTON	292,683	287,143	301,301	8,618	14,158	2.94	4.93
WEST VIRGINIA	127,864	109,966	110,761	-17,103	795	-13.38	0.72
WISCONSIN	377,316	278,113	289,225	-88,091	11,112	-23.35	4.00
WYOMING	31,309	30,581	31,719	410	1,138	1.31	3.72
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
50 STATES AND D.C.	17,014,688	14,032,177	14,438,434	-2,576,254	406,257	-15.14	2.90

Population counts are July estimates from the U.S. Bureau of the Census.

The 1976-77 data were estimated from the 3-21 year old group.

Data as of October 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AF6

Enrollment for Students in Grades Pre-Kindergarten Through Twelve

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1995-96	1996-97	1996-97 LESS 1976-77	1996-97 LESS 1995-96	1996-97 LESS 1976-77	1996-97 LESS 1995-96
ALABAMA	752,507	735,947	741,933	-10,574	5,986	-1.41	0.81
ALASKA	91,190	125,257	126,015	34,825	758	38.19	0.61
ARIZONA	502,817	766,498	749,759	246,942	-16,739	49.11	-2.18
ARKANSAS	460,593	454,278	457,076	-3,517	2,798	-0.76	0.62
CALIFORNIA	4,380,300	5,447,846	5,535,312	1,155,012	87,466	26.37	1.61
COLORADO	570,000	656,279	673,438	103,438	17,159	18.15	2.61
CONNECTICUT	635,000	514,627	523,054	-111,946	8,427	-17.63	1.64
DELAWARE	122,273	108,461	110,549	-11,724	2,088	-9.59	1.93
DISTRICT OF COLUMBIA	125,848	79,802	79,159	-46,689	-643	-37.10	-0.81
FLORIDA	1,537,336	2,172,794	2,240,283	702,947	67,489	45.73	3.11
GEORGIA	1,095,142	1,311,126	1,321,239	226,097	10,113	20.65	0.77
HAWAII	174,943	186,574	188,485	13,542	1,911	7.74	1.02
IDAHO	200,005	243,097	245,252	45,247	2,155	22.62	0.89
ILLINOIS	2,238,129	1,927,519	1,961,299	-276,830	33,780	-12.37	1.75
INDIANA	1,163,179	980,198	984,610	-178,569	4,412	-15.35	0.45
IOWA	605,127	502,301	504,511	-100,616	2,210	-16.63	0.44
KANSAS	436,526	464,088	465,140	28,614	1,052	6.55	0.23
KENTUCKY	694,000	638,634	663,071	-30,929	24,437	-4.46	3.83
LOUISIANA	839,499	781,142	777,570	-61,929	-3,572	-7.38	-0.46
MAINE	248,822	219,225	218,560	-30,262	-665	-12.16	-0.30
MARYLAND	860,929	805,580	818,947	-41,982	13,367	-4.88	1.66
MASSACHUSETTS	1,172,000	910,020	936,794	-235,206	26,774	-20.07	2.94
MICHIGAN	2,035,703	1,643,100	1,662,100	-373,603	19,000	-18.35	1.16
MINNESOTA	862,591	835,418	836,700	-25,891	1,282	-3.00	0.15
MISSISSIPPI	510,209	503,602	504,168	-6,041	566	-1.18	0.11
MISSOURI	950,142	873,638	883,327	-66,815	9,689	-7.03	1.11
MONTANA	170,552	165,499	166,909	-3,643	1,410	-2.14	0.85
NEBRASKA	312,024	289,733	292,121	-19,903	2,388	-6.38	0.82
NEVADA	141,791	265,041	282,131	140,340	17,090	98.98	6.45
NEW HAMPSHIRE	175,496	190,450	194,581	19,085	4,131	10.87	2.17
NEW JERSEY	1,427,000	1,197,560	1,221,013	-205,987	23,453	-14.43	1.96
NEW MEXICO	284,719	328,463	330,522	45,803	2,059	16.09	0.63
NEW YORK	3,378,997	2,830,000	2,825,000	-553,997	-5,000	-16.40	-0.18
NORTH CAROLINA	1,191,316	1,165,385	1,199,962	8,646	34,577	0.73	2.97
NORTH DAKOTA	129,106	119,090	118,427	-10,679	-663	-8.27	-0.56
OHIO	2,249,440	1,838,411	1,841,095	-408,345	2,684	-18.15	0.15
OKLAHOMA	597,665	616,497	620,379	22,714	3,882	3.80	0.63
OREGON	474,707	527,914	537,783	63,076	9,869	13.29	1.87
PENNSYLVANIA	2,193,673	1,801,970	1,807,250	-386,423	5,280	-17.62	0.29
PUERTO RICO	688,592	621,370	613,009	-75,583	-8,361	-10.98	-1.35
RHODE ISLAND	172,373	148,978	151,181	-21,192	2,203	-12.29	1.48
SOUTH CAROLINA	620,711	637,519	648,980	28,269	11,461	4.55	1.80
SOUTH DAKOTA	148,080	144,114	142,910	-5,170	-1,204	-3.49	-0.84
TENNESSEE	841,974	880,960	891,101	49,127	10,141	5.83	1.15
TEXAS	2,822,754	3,740,260	3,809,186	986,432	68,926	34.95	1.84
UTAH	314,471	473,666	478,085	163,614	4,419	52.03	0.93
VERMONT	104,356	105,965	106,607	2,251	642	2.16	0.61
VIRGINIA	1,100,723	1,079,854	1,096,093	-4,630	16,239	-0.42	1.50
WASHINGTON	780,730	951,696	971,903	191,173	20,207	24.49	2.12
WEST VIRGINIA	404,771	306,451	303,441	-101,330	-3,010	-25.03	-0.98
WISCONSIN	945,337	869,172	884,738	-60,599	15,566	-6.41	1.79
WYOMING	90,587	99,859	98,777	8,190	-1,082	9.04	-1.08
AMERICAN SAMOA	9,950	14,406	14,708	4,758	302	47.82	2.10
GUAM	28,570	33,502	33,754	5,184	252	18.14	0.75
NORTHERN MARIANAS	.	10,634	8,253	.	-2,381	.	-22.39
PALAU	.	.	.	.	.	.	.
VIRGIN ISLANDS	25,026	22,221	22,146	-2,880	-75	-11.51	-0.34
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND OUTLYING AREAS	45,090,301	45,363,691	45,920,396	830,095	556,705	1.84	1.23
50 STATES, D.C. & P.R.	45,026,755	45,282,928	45,841,535	814,780	558,607	1.81	1.23

Enrollment counts are fall membership counts collected by NCES.

Data for school years 1995-96 and 1996-97 are estimates from NCES.

Data as of October 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AG1

State Grant Awards Under IDEA, Part B, Preschool Grant Program and Part H

APPROPRIATION YEAR 1996
ALLOCATION YEAR 1996-1997

STATE	IDEA, PART B	PRESCHOOL GRANT PROGRAM	PART H
ALABAMA	40,895,889	5,640,150	4,483,470
ALASKA	7,445,561	1,322,423	1,545,710
ARIZONA	30,926,630	5,149,246	5,306,409
ARKANSAS	21,767,818	4,947,109	2,549,297
CALIFORNIA	228,622,421	36,022,407	41,438,233
COLORADO	28,189,964	4,694,437	3,972,753
CONNECTICUT	31,009,767	5,254,252	3,378,163
DELAWARE	6,415,559	1,273,857	1,545,710
DISTRICT OF COLUMBIA	3,133,152	253,984	1,545,710
FLORIDA	125,183,617	17,772,314	14,722,619
GEORGIA	54,500,058	8,737,835	8,226,009
HAWAII	6,468,961	857,114	1,569,551
IDAHO	9,586,202	2,011,527	1,545,710
ILLINOIS	103,277,776	16,385,574	13,785,909
INDIANA	54,064,193	8,046,763	6,065,530
IOWA	26,735,870	3,830,760	2,712,211
KANSAS	21,632,619	4,026,335	2,716,195
KENTUCKY	33,452,225	9,636,295	3,876,538
LOUISIANA	36,749,462	6,292,502	5,023,051
MAINE	12,862,856	2,331,796	1,545,710
MARYLAND	40,707,760	6,228,185	6,148,806
MASSACHUSETTS	64,529,602	9,346,216	8,621,533
MICHIGAN	76,182,721	11,971,373	10,017,913
MINNESOTA	39,676,213	7,075,455	4,873,116
MISSISSIPPI	26,960,663	4,336,103	3,120,649
MISSOURI	48,997,264	5,509,548	5,422,619
MONTANA	7,447,163	1,189,852	1,545,710
NEBRASKA	15,863,867	2,173,630	1,689,626
NEVADA	11,381,723	2,077,812	1,783,636
NEW HAMPSHIRE	10,206,502	1,424,148	1,545,710
NEW JERSEY	79,530,001	10,919,997	8,497,315
NEW MEXICO	19,201,461	2,994,648	2,045,597
NEW YORK	159,349,369	31,853,656	20,119,188
NORTH CAROLINA	59,357,530	10,940,998	7,582,020
NORTH DAKOTA	5,044,365	767,202	1,545,710
OHIO	91,825,830	11,947,090	11,402,583
OKLAHOMA	29,633,498	3,486,209	3,381,056
OREGON	26,241,486	4,001,396	3,086,097
PENNSYLVANIA	86,078,620	13,510,371	12,702,122
PUERTO RICO	18,127,953	2,326,545	4,549,818
RHODE ISLAND	10,118,522	1,531,123	1,568,805
SOUTH CAROLINA	34,921,251	6,775,530	3,852,059
SOUTH DAKOTA	6,432,855	1,428,085	1,545,710
TENNESSEE	51,036,950	6,661,992	5,414,050
TEXAS	178,197,295	21,173,206	23,718,333
UTAH	21,172,943	3,190,222	2,768,788
VERMONT	4,539,452	797,391	1,545,710
VIRGINIA	57,509,947	8,676,144	6,930,714
WASHINGTON	43,138,514	8,246,275	5,664,434
WEST VIRGINIA	18,358,789	3,177,753	1,798,698
WISCONSIN	42,946,007	8,889,438	5,553,755
WYOMING	5,064,508	1,021,186	1,545,710
AMERICAN SAMOA	2,546,094	34,783	514,925
GUAM	6,151,324	122,726	1,140,327
NORTHERN MARIANAS	1,570,112	23,626	342,733
PALAU	552,502	5,120	78,014
VIRGIN ISLANDS	4,663,611	87,286	671,647
BUR. OF INDIAN AFFAIRS	28,408,765		3,864,276
U.S. AND OUTLYING AREAS	2,316,593,632	360,409,000	315,754,000
50 STATES, D.C. & P.R.	2,272,701,224	360,135,459	309,142,078

State grants awards are initial allocations for the 1996 appropriation.

Data as of October 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH1

Number of Infants and Toddlers Receiving Early Intervention Services
December 1, 1996

STATE	0-1	1-2	2-3	BIRTH THROUGH 2 TOTAL	POPULATION	PERCENTAGE OF POPULATION
ALABAMA	208	571	820	1,599	175,355	0.91
ALASKA	62	128	280	470	28,983	1.62
ARIZONA	202	599	803	1,604	208,055	0.77
ARKANSAS	359	720	942	2,021	104,156	1.94
CALIFORNIA	3,269	6,987	9,824	20,080	1,609,309	1.25
COLORADO	546	788	1,128	2,462	160,314	1.54
CONNECTICUT	448	828	1,639	2,915	131,703	2.21
DELAWARE	120	245	376	741	29,456	2.52
DISTRICT OF COLUMBIA	69	134	177	380	19,412	1.96
FLORIDA	3,744	3,598	4,555	11,897	562,291	2.12
GEORGIA	533	1,214	1,616	3,363	328,671	1.02
HAWAII	1,266	1,076	1,076	3,418	53,577	6.38
IDAHO	185	299	447	931	53,394	1.74
ILLINOIS	1,173	2,731	3,903	7,807	543,374	1.44
INDIANA	829	1,542	2,008	4,379	243,350	1.80
IOWA	117	325	592	1,034	107,503	0.96
KANSAS	275	488	729	1,492	107,727	1.38
KENTUCKY	303	738	1,044	2,085	153,244	1.36
LOUISIANA	238	677	1,040	1,955	192,981	1.01
MAINE	49	169	405	623	40,871	1.52
MARYLAND	523	1,120	2,180	3,823	211,217	1.81
MASSACHUSETTS	1,797	2,867	4,395	9,059	224,807	4.03
MICHIGAN	1,051	1,683	2,408	5,142	393,598	1.31
MINNESOTA	427	774	1,457	2,658	186,462	1.43
MISSISSIPPI	118	205	331	654	120,753	0.54
MISSOURI	420	719	1,089	2,228	215,302	1.03
MONTANA	94	177	237	508	32,551	1.56
NEBRASKA	71	229	392	692	67,760	1.02
NEVADA	184	329	428	941	74,972	1.26
NEW HAMPSHIRE	147	326	699	1,172	44,135	2.66
NEW JERSEY	535	1,255	2,062	3,852	335,928	1.15
NEW MEXICO	363	709	1,084	2,156	79,677	2.71
NEW YORK	1,050	3,606	10,493	15,149	774,377	1.96
NORTH CAROLINA	556	1,576	2,505	4,637	301,593	1.54
NORTH DAKOTA	44	109	128	281	24,731	1.14
OHIO	2,874	5,240	9,241	17,355	447,690	3.88
OKLAHOMA	362	632	749	1,743	133,709	1.30
OREGON	220	593	984	1,797	126,210	1.42
PENNSYLVANIA	1,162	2,358	3,526	7,046	444,361	1.59
PUERTO RICO	606	1,708	2,352	4,666	.	.
RHODE ISLAND	118	219	417	754	36,997	2.04
SOUTH CAROLINA	319	685	1,022	2,026	148,150	1.37
SOUTH DAKOTA	57	139	238	434	30,267	1.43
TENNESSEE	542	1,125	1,641	3,308	215,634	1.53
TEXAS	1,695	3,601	5,522	10,818	947,908	1.14
UTAH	537	643	792	1,972	114,433	1.72
VERMONT	28	91	189	308	20,445	1.51
VIRGINIA	422	1,020	749	2,191	268,466	0.82
WASHINGTON	234	725	1,236	2,195	227,539	0.96
WEST VIRGINIA	442	640	693	1,775	62,775	2.83
WISCONSIN	456	1,247	2,291	3,994	197,899	2.02
WYOMING	59	126	238	423	18,360	2.30
AMERICAN SAMOA	10	14	21	45	.	.
GUAM	42	62	61	165	.	.
NORTHERN MARIANAS	18	19	24	61	.	.
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	7	23	34	64	.	.
U.S. AND OUTLYING AREAS	31,585	60,451	95,312	187,348	11,382,432	1.65
50 STATES, D.C. & P.R.	31,508	60,333	95,172	187,013	11,382,432	1.64

Please see data notes for an explanation of individual State differences.

Population figures are July estimates from the Bureau of the Census.

No census data are available for Outlying Areas.

Data based on the December 1, 1996 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH2

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord With Part H
December 1, 1995

STATE	ASSISTIVE TECHNOLOGY SERVICES/ DEVICES	AUDIOLOGY	FAMILY TRAINING COUNSELING AND HOME VISITS	HEALTH SERVICES	MEDICAL SERVICES	NURSING SERVICES
ALABAMA	104	300	666	80	238	382
ALASKA	1	121	6	123	204	95
ARIZONA	15	93	211	29	75	68
ARKANSAS	263	483	47	85	954	85
CALIFORNIA	1,842	553	1,371	3,381	884	1,514
COLORADO	264	462	1,073	385	508	127
CONNECTICUT	195	167	122	0	14	62
DELAWARE	64	49	95	120	409	284
DISTRICT OF COLUMBIA	16	62	156	105	93	203
FLORIDA	271	904	7,818	443	2,490	2,688
GEORGIA	191	371	209	111	224	190
HAWAII	52	222	2,641	46	90	912
IDAHO	94	107	50	20	230	89
ILLINOIS	362	712	1,667	360	317	953
INDIANA	149	328	1,008	271	242	117
IOWA	12	78	280	56	44	96
KANSAS	267	312	626	249	124	102
KENTUCKY	212	60	0	0	0	16
LOUISIANA	64	405	477	326	516	172
MAINE	28	15	52	46	20	0
MARYLAND	8	467	107	5	13	212
MASSACHUSETTS	.	425	9,059	9,059	0	779
MICHIGAN	116	221	1,402	808	558	794
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	21	35	324	23	118	42
MISSOURI	291	228	953	2	1,242	325
MONTANA	47	114	500	85	125	25
NEBRASKA	59	37	47	6	18	6
NEVADA	22	42	839	.	639	.
NEW HAMPSHIRE	.	0	243	2	5	3
NEW JERSEY	59	151	265	27	79	144
NEW MEXICO	140	711	984	652	952	286
NEW YORK	248	648	4,323	3	88	275
NORTH CAROLINA	297	100	4,336	419	215	.
NORTH DAKOTA	49	56	254	24	65	38
OHIO	177	360	2,783	675	1,443	1,008
OKLAHOMA	0	3	166	1	0	63
OREGON	41	54	851	54	.	.
PENNSYLVANIA	95	244	1,517	29	20	442
PUERTO RICO	30	1,085	590	203	4,150	4,150
RHODE ISLAND	53	230	727	65	104	46
SOUTH CAROLINA	57	129	414	64	307	63
SOUTH DAKOTA	7	13	74	3	3	9
TENNESSEE	172	897	1,512	393	913	818
TEXAS	1,723	1,271	5,316	318	957	1,430
UTAH	98	195	1,298	377	61	926
VERMONT	5	51	57	.	64	26
VIRGINIA	57	125	223	21	104	61
WASHINGTON	272	113	856	274	324	332
WEST VIRGINIA	451	318	1,072	91	375	137
WISCONSIN	183	348	826	30	72	526
WYOMING	22	118	253	168	98	102
AMERICAN SAMOA	5	2	30	0	31	31
GUAM	0	96	201	1	55	14
NORTHERN MARIANAS	3	20	14	1	8	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	22	8	5	19	8
U.S. AND OUTLYING AREAS	9,274	14,733	60,999	20,124	20,901	21,276
50 STATES, D.C. & P.R.	9,266	14,593	60,746	20,117	20,788	21,223

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH2

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord With Part H
December 1, 1995

STATE	NUTRITION SERVICES	OCCUPA-TIONAL THERAPY	PHYSICAL THERAPY	PSYCHO-LOGICAL SERVICES	RESPITE CARE	SOCIAL WORK SERVICES
ALABAMA	331	951	1,176	100	1,300	491
ALASKA	99	140	127	6	29	37
ARIZONA	89	959	1,004	12	659	23
ARKANSAS	137	510	617	177	193	47
CALIFORNIA	484	4,288	2,638	1,930	6,893	230
COLORADO	162	738	560	89	440	242
CONNECTICUT	44	752	1,036	13	0	100
DELAWARE	111	207	205	30	12	123
DISTRICT OF COLUMBIA	168	229	170	50	3	182
FLORIDA	250	2,412	2,622	674	151	2,840
GEORGIA	194	1,118	1,420	61	517	183
HAWAII	576	458	422	395	314	1,584
IDAHO	111	345	158	192	63	402
ILLINOIS	364	981	1,013	399	268	1,348
INDIANA	829	1,276	1,477	84	105	413
IOWA	29	265	280	72	28	88
KANSAS	361	627	558	250	137	371
KENTUCKY	0	384	392	0	252	20
LOUISIANA	320	514	551	10	56	78
MAINE	0	145	224	0	0	34
MARYLAND	8	840	1,449	59	7	61
MASSACHUSETTS	443	924	888	516	0	1,187
MICHIGAN	410	1,094	1,001	155	165	1,680
MINNESOTA	.	.	.	.	.	.
MISSISSIPPI	60	35	144	44	.	109
MISSOURI	59	1,097	1,296	3	.	33
MONTANA	99	150	148	42	244	76
NEBRASKA	.	342	378	22	.	26
NEVADA	105	229	284	640	2	638
NEW HAMPSHIRE	10	313	293	4	11	84
NEW JERSEY	37	1,216	1,514	32	14	394
NEW MEXICO	535	782	830	127	424	433
NEW YORK	80	5,243	5,589	320	441	906
NORTH CAROLINA	283	299	517	47	162	174
NORTH DAKOTA	75	139	93	51	52	44
OHIO	977	1,786	2,005	100	340	1,346
OKLAHOMA	20	268	410	16	0	2
OREGON	.	356	405	2	.	9
PENNSYLVANIA	74	2,641	3,113	366	0	1,064
PUERTO RICO	418	868	979	685	17	1,765
RHODE ISLAND	126	221	282	194	8	195
SOUTH CAROLINA	443	378	531	26	16	42
SOUTH DAKOTA	16	160	179	1	.	4
TENNESSEE	738	702	1,085	156	66	1,434
TEXAS	1,412	3,724	3,446	286	180	1,834
UTAH	230	789	498	52	15	284
VERMONT	36	89	123	9	47	20
VIRGINIA	51	708	1,175	16	232	106
WASHINGTON	0	753	694	104	44	403
WEST VIRGINIA	141	452	815	421	57	941
WISCONSIN	300	1,880	1,634	54	.	849
WYOMING	61	213	200	24	69	107
AMERICAN SAMOA	27	14	12	1	1	7
GUAM	10	19	69	188	.	27
NORTHERN MARIANAS	11	40	18	0	0	1
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	1	23	38	.	.	15
U.S. AND OUTLYING AREAS	11,955	46,086	48,785	9,307	14,034	25,136
50 STATES, D.C. & P.R.	11,906	45,990	48,648	9,118	14,033	25,086

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH2

Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord With Part H December 1, 1995

STATE	SPECIAL INSTRUCTION	SPEECH LANGUAGE PATHOLOGY	TRANSPORTATION	VISION SERVICES	OTHER EARLY INTERVENTION SERVICES
ALABAMA	838	1,241	223	258	16
ALASKA	432	171	5	65	.
ARIZONA	1,112	1,021	162	61	90
ARKANSAS	1,254	1,003	651	119	0
CALIFORNIA	26,399	3,441	2,544	315	2,168
COLORADO	1,240	781	225	143	454
CONNECTICUT	1,171	1,240	169	115	399
DELAWARE	194	263	77	62	464
DISTRICT OF COLUMBIA	149	183	101	11	21
FLORIDA	1,052	2,906	1,360	112	8,269
GEORGIA	1,492	1,389	976	111	5
HAWAII	1,144	561	613	11	717
IDAHO	476	369	142	48	866
ILLINOIS	2,493	1,330	410	301	492
INDIANA	3,588	1,705	1,147	71	344
IOWA	712	265	71	26	25
KANSAS	1,059	998	295	252	191
KENTUCKY	428	508	188	264	.
LOUISIANA	1,315	410	68	275	665
MAINE	232	307	227	0	0
MARYLAND	2,134	1,661	549	132	7
MASSACHUSETTS	1,911	996	2,355	806	0
MICHIGAN	1,839	875	537	134	1,042
MINNESOTA	.	.	.	.	.
MISSISSIPPI	299	66	55	.	87
MISSOURI	1,119	1,381	578	227	.
MONTANA	117	185	50	54	500
NEBRASKA	381	436	68	4	56
NEVADA	828	233	.	22	.
NEW HAMPSHIRE	131	383	16	63	404
NEW JERSEY	2,296	1,885	161	102	104
NEW MEXICO	857	832	463	478	.
NEW YORK	8,500	10,535	5,165	248	.
NORTH CAROLINA	4,336	546	237	152	130
NORTH DAKOTA	178	165	17	75	68
OHIO	1,351	2,209	748	140	3,629
OKLAHOMA	386	514	3	1	72
OREGON	389	443	90	73	67
PENNSYLVANIA	4,621	3,561	964	343	7,075
PUERTO RICO	8	478	2	393	0
RHODE ISLAND	347	359	218	61	138
SOUTH CAROLINA	813	418	10	150	200
SOUTH DAKOTA	256	223	105	6	376
TENNESSEE	1,601	1,421	593	335	201
TEXAS	7,299	5,371	1,287	610	462
UTAH	834	601	401	113	32
VERMONT	241	153	17	25	0
VIRGINIA	1,164	944	192	86	73
WASHINGTON	1,076	935	304	92	668
WEST VIRGINIA	1,332	892	486	166	1
WISCONSIN	2,563	2,767	1,387	99	.
WYOMING	279	322	210	13	59
AMERICAN SAMOA	39	26	23	8	33
GUAM	201	120	12	1	.
NORTHERN MARIANAS	36	30	14	3	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	5	37	.	5	.
U.S. AND OUTLYING AREAS	96,547	62,095	26,971	7,840	30,670
50 STATES, D.C. & P.R.	96,266	61,882	26,922	7,823	30,637

Please see data notes for an explanation of individual State differences.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families
December 1, 1995

STATE	ALL STAFF		AUDIOLOGISTS		FAMILY THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	154	51	0	0	2	0
ALASKA	126	55	6	.	0	.
ARIZONA	281	21	0	0	3	0
ARKANSAS	1,014	.	4	.	1	.
CALIFORNIA	2,721	.	0	.	1	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	349	14	3	0	3	0
DELAWARE	456	80	5	0	3	7
DISTRICT OF COLUMBIA	157	30	2	0	2	1
FLORIDA	347	.	15	.	10	.
GEORGIA	506	219	13	8	8	8
HAWAII	394	92	1	0	1	2
IDAHO	135	174	0	5	0	.
ILLINOIS	518	105	6	1	12	2
INDIANA	560	138	8	2	7	6
IOWA	178	182	5	5	0	0
KANSAS	247	49	2	2	0	1
KENTUCKY	140	.	4	.	2	.
LOUISIANA	269	61	1	1	2	1
MAINE	400	.	50	.	10	.
MARYLAND	385	4	7	.	0	.
MASSACHUSETTS	949	1,025	0	0	0	0
MICHIGAN	737	0	8	0	10	0
MINNESOTA	1,171	.	5	.	25	.
MISSISSIPPI	146	35	5	2	.	.
MISSOURI	174	.	6	.	1	.
MONTANA	74	3	0	0	7	0
NEBRASKA	210	2	0	0	0	0
NEVADA	82	5	2	0	0	0
NEW HAMPSHIRE	106	6	0	0	2	1
NEW JERSEY	356	45	1	0	0	0
NEW MEXICO	277	25	2	2	3	0
NEW YORK	8,872	912	133	15	.	.
NORTH CAROLINA	1,137	224	4	3	20	12
NORTH DAKOTA	29	0	0	.	0	.
OHIO	.	.	.	.	.	.
OKLAHOMA	154	52	2	3	.	.
OREGON	139	24	1	0	4	0
PENNSYLVANIA	1,109	238	6	2	1	1
PUERTO RICO	71	45	2	0	0	0
RHODE ISLAND	70	40	1	.	0	0
SOUTH CAROLINA	.	.	.	.	.	.
SOUTH DAKOTA	65	.	1	.	2	.
TENNESSEE	752	67	16	1	17	0
TEXAS	1,384	101	4	0	1	0
UTAH	112	14	0	0	8	2
VERMONT	55	10	1	0	0	0
VIRGINIA	415	92	5	1	0	0
WASHINGTON	384	.	3	.	6	.
WEST VIRGINIA	252	.	0	.	2	.
WISCONSIN	430	.	.	.	.	.
WYOMING	164	88	5	0	0	0
AMERICAN SAMOA	54	.	1	.	4	.
GUAM	21	1	1	0	.	.
NORTHERN MARIANAS	11	2	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	8	.	1	.	.	.
U.S. AND OUTLYING AREAS	29,308	4,331	346	52	181	43
50 STATES, D.C. & P.R.	29,214	4,328	344	52	176	43

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and outlying areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

The total FTE for the U.S. and outlying areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families
December 1, 1995

STATE	NURSES		NUTRITIONISTS		OCCUPATIONAL THERAPISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4	2	0	0	8	8
ALASKA	3	.	0	.	15	10
ARIZONA	24	0	2	0	4	0
ARKANSAS	51	.	1	.	63	.
CALIFORNIA	21	.	10	.	10	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	8	0	1	0	38	0
DELAWARE	91	9	4	2	16	1
DISTRICT OF COLUMBIA	12	0	3	0	7	1
FLORIDA	41	.	2	.	20	.
GEORGIA	30	13	10	5	55	16
HAWAII	77	1	1	0	10	3
IDAHO	8	13	1	4	8	20
ILLINOIS	36	8	2	2	37	10
INDIANA	34	10	11	1	46	21
IOWA	7	7	4	4	10	10
KANSAS	11	2	1	1	18	4
KENTUCKY	1	.	.	.	16	.
LOUISIANA	1	3	1	2	14	6
MAINE	55	.	6	.	16	.
MARYLAND	36	.	0	.	27	.
MASSACHUSETTS	81	87	11	12	97	105
MICHIGAN	69	0	4	0	75	0
MINNESOTA	.	.	15	.	19	.
MISSISSIPPI	9	.	3	1	6	10
MISSOURI	8	.	1	.	27	.
MONTANA	3	0	0	0	5	0
NEBRASKA	2	0	0	0	5	0
NEVADA	0	0	4	0	3	0
NEW HAMPSHIRE	1	0	0	0	17	1
NEW JERSEY	25	0	2	0	26	5
NEW MEXICO	6	0	6	1	15	5
NEW YORK	1,200	55	88	16	1,013	137
NORTH CAROLINA	122	52	41	6	43	11
NORTH DAKOTA	0	0	0	.	4	.
OHIO	.	.	.	.	.	.
OKLAHOMA	9	3	1	1	14	7
OREGON	2	0	0	0	10	2
PENNSYLVANIA	14	9	1	0	82	22
PUERTO RICO	11	8	3	1	4	3
RHODE ISLAND	2	0	1	0	3	3
SOUTH CAROLINA	.	.	.	.	.	.
SOUTH DAKOTA	17	.	1	.	4	.
TENNESSEE	112	5	3	1	28	12
TEXAS	69	2	9	0	100	7
UTAH	20	1	0	0	4	2
VERMONT	4	0	2	0	4	2
VIRGINIA	31	8	10	2	34	6
WASHINGTON	20	.	4	.	55	.
WEST VIRGINIA	8	.	1	.	6	.
WISCONSIN	13	.	.	.	70	.
WYOMING	15	5	2	3	15	4
AMERICAN SAMOA	3	.	2	.	1	.
GUAM	4	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	1	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	2	.	0	.	0	.
U.S. AND OUTLYING AREAS	2,431	303	274	66	2,226	453
50 STATES, D.C. & P.R.	2,422	303	271	66	2,224	453

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and outlying areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

The total FTE for the U.S. and outlying areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families December 1, 1995

STATE	ORIENTATION AND MOBILITY SPECIALISTS EMPLOYED	ORIENTATION AND MOBILITY SPECIALISTS NEEDED	PARAPROFESSIONALS EMPLOYED	PARAPROFESSIONALS NEEDED	PEDIATRICIANS EMPLOYED	PEDIATRICIANS NEEDED
ALABAMA	0	0	49	3	0	0
ALASKA	0	.	18	10	1	.
ARIZONA	1	0	75	4	0	0
ARKANSAS	1	.	336	.	1	.
CALIFORNIA	1	.	617	.	.	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	0	0	34	6	2	0
DELAWARE	.	.	45	8	27	2
DISTRICT OF COLUMBIA	1	0	55	10	2	1
FLORIDA	0	.	16	.	13	.
GEORGIA	4	6	106	25	16	26
HAWAII	0	0	143	35	0	0
IDAHO	0	.	29	55	1	.
ILLINOIS	1	1	51	10	12	1
INDIANA	1	1	93	7	12	19
IOWA	0	1	7	7	.	.
KANSAS	1	1	67	7	2	3
KENTUCKY	.	.	.	.	.	.
LOUISIANA	0	0	45	5	0	0
MAINE	2	.	26	.	14	.
MARYLAND	2	.	34	.	3	.
MASSACHUSETTS	0	0	99	107	1	1
MICHIGAN	2	0	25	0	8	0
MINNESOTA	.	.	510	.	.	.
MISSISSIPPI	.	.	11	2	2	.
MISSOURI	1	.	.	.	.	.
MONTANA	0	0	7	1	0	0
NEBRASKA	0	0	73	0	0	0
NEVADA	1	0	13	1	3	.
NEW HAMPSHIRE	0	0	16	1	0	0
NEW JERSEY	1	0	34	2	1	0
NEW MEXICO	.	.	58	3	2	1
NEW YORK	24	7	386	70	.	.
NORTH CAROLINA	2	4	176	14	21	3
NORTH DAKOTA	0	.	0	.	0	.
OHIO	.	.	.	.	.	.
OKLAHOMA	.	.	.	.	0	.
OREGON	0	0	25	9	0	0
PENNSYLVANIA	7	1	128	44	1	0
PUERTO RICO	0	0	28	21	3	1
RHODE ISLAND	0	1	16	9	1	1
SOUTH CAROLINA	.	.	.	.	.	.
SOUTH DAKOTA	0	.	6	.	0	.
TENNESSEE	0	0	157	6	8	0
TEXAS	1	0	277	16	6	0
UTAH	0	0	24	2	0	0
VERMONT	0	0	3	1	0	0
VIRGINIA	3	1	38	9	9	3
WASHINGTON	0	.	38	.	14	.
WEST VIRGINIA	0	.	52	.	0	.
WISCONSIN	.	.	88	.	.	.
WYOMING	9	4	14	10	0	0
AMERICAN SAMOA	0	.	1	.	8	.
GUAM	.	.	4	0	0	0
NORTHERN MARIANAS	0	0	7	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	0	.
U.S. AND OUTLYING AREAS	65	26	4,159	517	194	62
50 STATES, D.C. & P.R.	65	26	4,147	517	185	62

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and outlying areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

The total FTE for the U.S. and outlying areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families
December 1, 1995

STATE	PHYSICAL THERAPISTS		PHYSICIANS, OTHER THAN PEDIATRICIANS		PSYCHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	11	7	0	0	0	0
ALASKA	12	10	0	.	0	.
ARIZONA	39	5	0	0	4	0
ARKANSAS	97	.	1	.	7	.
CALIFORNIA	0	.	8	.	20	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	55	2	1	0	3	0
DELAWARE	20	3	22	0	9	4
DISTRICT OF COLUMBIA	7	3	1	0	2	0
FLORIDA	17	.	4	.	34	.
GEORGIA	56	24	18	23	14	12
HAWAII	8	4	0	0	1	2
IDAHO	3	26	1	.	3	6
ILLINOIS	37	10	1	1	6	2
INDIANA	46	21	29	2	3	1
IOWA	9	11	.	.	12	12
KANSAS	12	5	2	3	3	2
KENTUCKY	16	.	.	.	.	.
LOUISIANA	8	8	4	0	6	1
MAINE	28	.	7	.	0	.
MARYLAND	43	1	0	.	8	.
MASSACHUSETTS	94	102	0	0	54	58
MICHIGAN	53	0	10	0	20	0
MINNESOTA	85	.	.	.	18	.
MISSISSIPPI	17	6	1	.	5	1
MISSOURI	32	.	10	.	0	.
MONTANA	5	1	0	0	0	0
NEBRASKA	3	0	0	0	1	0
NEVADA	4	.	1	.	5	.
NEW HAMPSHIRE	12	1	0	0	1	1
NEW JERSEY	42	2	0	0	2	0
NEW MEXICO	11	4	1	0	1	1
NEW YORK	1,162	123	263	14	455	64
NORTH CAROLINA	35	9	5	1	60	6
NORTH DAKOTA	1	.	0	.	0	.
OHIO	.	.	.	.	.	.
OKLAHOMA	24	6	.	.	4	2
OREGON	9	3	0	0	0	0
PENNSYLVANIA	88	24	0	1	9	3
PUERTO RICO	4	2	0	0	4	1
RHODE ISLAND	5	4	0	0	2	1
SOUTH CAROLINA	.	.	.	.	.	.
SOUTH DAKOTA	5	.	0	.	0	.
TENNESSEE	37	11	9	0	5	2
TEXAS	75	5	.	.	3	0
UTAH	5	1	0	0	0	0
VERMONT	6	2	0	0	1	1
VIRGINIA	51	8	3	2	7	2
WASHINGTON	55	.	5	.	2	.
WEST VIRGINIA	9	.	1	.	1	.
WISCONSIN	51	.	.	.	.	.
WYOMING	0	0	6	2	2	4
AMERICAN SAMOA	1	.	6	.	3	.
GUAM	1	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	0
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	2	.	0	.	.	.
U.S. AND OUTLYING AREAS	2,510	449	420	49	801	187
50 STATES, D.C. & P.R.	2,506	448	414	49	798	187

Please see data notes for an explanation of individual State differences.

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The total FTE for the U.S. and outlying areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

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Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families
December 1, 1995

STATE	SOCIAL WORKERS		SPECIAL EDUCATORS		SPEECH AND LANGUAGE PATHOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	6	8	42	12	15	10
ALASKA	6	.	44	15	19	10
ARIZONA	7	2	45	5	45	5
ARKANSAS	24	.	151	.	151	.
CALIFORNIA	0	.	1,578	.	0	.
COLORADO	.	.	.	.	.	.
CONNECTICUT	13	1	133	3	51	3
DELAWARE	15	5	18	20	20	3
DISTRICT OF COLUMBIA	13	3	28	6	12	4
FLORIDA	42	.	31	.	18	.
GEORGIA	42	11	62	17	58	22
HAWAII	29	12	11	7	7	8
IDAHO	12	2	30	27	11	17
ILLINOIS	30	8	147	24	53	14
INDIANA	37	8	177	20	52	16
IOWA	20	20	67	68	28	28
KANSAS	14	6	74	6	27	6
KENTUCKY	1	.	66	.	34	.
LOUISIANA	13	6	130	15	15	11
MAINE	40	.	15	.	46	.
MARYLAND	26	.	139	.	61	4
MASSACHUSETTS	124	134	200	216	105	113
MICHIGAN	92	0	211	0	70	0
MINNESOTA	200	.	100	.	182	.
MISSISSIPPI	16	1	46	7	21	6
MISSOURI	1	.	56	.	28	.
MONTANA	1	0	2	0	5	0
NEBRASKA	3	0	82	0	38	1
NEVADA	6	.	26	3	10	1
NEW HAMPSHIRE	6	1	29	0	21	1
NEW JERSEY	38	2	83	8	56	9
NEW MEXICO	9	0	31	5	33	5
NEW YORK	821	92	1,971	129	1,354	190
NORTH CAROLINA	126	34	208	19	76	15
NORTH DAKOTA	2	.	10	.	6	.
OHIO	.	.	.	.	.	.
OKLAHOMA	.	.	12	.	39	10
OREGON	1	0	47	7	17	3
PENNSYLVANIA	54	11	337	56	122	31
PUERTO RICO	3	5	0	0	5	3
RHODE ISLAND	3	1	8	1	8	5
SOUTH CAROLINA	.	.	.	.	.	.
SOUTH DAKOTA	23	.	8	.	0	.
TENNESSEE	37	2	125	6	88	16
TEXAS	86	6	132	5	132	12
UTAH	2	1	17	2	9	3
VERMONT	2	1	16	2	8	2
VIRGINIA	38	11	58	18	57	13
WASHINGTON	16	.	64	.	71	.
WEST VIRGINIA	10	.	71	.	16	.
WISCONSIN	.	.	108	.	99	.
WYOMING	11	3	42	20	30	22
AMERICAN SAMOA	3	.	11	.	4	.
GUAM	2	1	3	0	2	0
NORTHERN MARIANAS	0	0	1	0	0	1
PALAU	.	.	.	.	.	.
VIRGIN ISLANDS	0	.	1	.	1	.
U.S. AND OUTLYING AREAS	2,128	395	7,105	745	3,436	618
50 STATES, D.C. & P.R.	2,123	394	7,089	745	3,429	617

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and outlying areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

The total FTE for the U.S. and outlying areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH3

Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families
December 1, 1995

STATE	OTHER --PROFESSIONAL STAFF-- EMPLOYED	NEEDED
ALABAMA	17	1
ALASKA	2	.
ARIZONA	31	0
ARKANSAS	125	.
CALIFORNIA	454	.
COLORADO	.	.
CONNECTICUT	4	1
DELAWARE	162	18
DISTRICT OF COLUMBIA	10	1
FLORIDA	85	.
GEORGIA	14	1
HAWAII	104	20
IDAHO	26	0
ILLINOIS	87	12
INDIANA	3	4
IOWA	10	10
KANSAS	13	3
KENTUCKY	0	.
LOUISIANA	30	5
MAINE	85	.
MARYLAND	.	
MASSACHUSETTS	83	90
MICHIGAN	80	0
MINNESOTA	12	
MISSISSIPPI	6	
MISSOURI	3	
MONTANA	37	0
NEBRASKA	3	0
NEVADA	5	.
NEW HAMPSHIRE	1	1
NEW JERSEY	46	18
NEW MEXICO	99	0
NEW YORK	3	1
NORTH CAROLINA	200	34
NORTH DAKOTA	6	.
OHIO	.	.
OKLAHOMA	48	21
OREGON	22	1
PENNSYLVANIA	258	32
PUERTO RICO	5	1
RHODE ISLAND	22	16
SOUTH CAROLINA	.	.
SOUTH DAKOTA	0	.
TENNESSEE	109	5
TEXAS	489	48
UTAH	22	2
VERMONT	9	0
VIRGINIA	73	9
WASHINGTON	30	.
WEST VIRGINIA	76	.
WISCONSIN	.	.
WYOMING	13	12
AMERICAN SAMOA	6	
GUAM	4	0
NORTHERN MARIANAS	0	0
PALAU	.	.
VIRGIN ISLANDS	1	.
U.S. AND OUTLYING AREAS	3,032	365
50 STATES, D.C. & P.R.	3,021	365

Please see data notes for an explanation of individual State differences.

The total FTE for the U.S. and outlying areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the personnel categories because some States could not provide personnel data by category.

The total FTE for the U.S. and outlying areas and the 50 States, D.C., and Puerto Rico may not equal the sum of the individual States and outlying areas because of rounding.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH4

Number of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part H
December 1, 1995

STATE	EARLY INTERVENTION CLASSROOM	FAMILY CHILD CARE	HOME	HOSPITAL (INPATIENT)	OUTPATIENT SERVICE FACILITY
ALABAMA	706	5	336	12	225
ALASKA	24	1	395	1	4
ARIZONA	436	9	764	5	364
ARKANSAS	954	12	643	0	325
CALIFORNIA	9,059	.	9,060	.	.
COLORADO	406	16	577	51	1,241
CONNECTICUT	222	4	1,789	3	237
DELAWARE	105	2	240	76	643
DISTRICT OF COLUMBIA	147	0	15	0	168
FLORIDA	2,618	22	4,218	501	958
GEORGIA	606	132	1,275	6	1,217
HAWAII	590	8	2,874	1	65
IDAHO	373	3	410	7	38
ILLINOIS	3,175	63	3,907	4	167
INDIANA	1,548	65	2,345	61	518
IOWA	92	21	780	.	18
KANSAS	377	43	837	2	115
KENTUCKY	24	0	424	0	460
LOUISIANA	135	21	1,356	18	525
MAINE	0	0	395	21	27
MARYLAND	1,369	42	1,971	4	219
MASSACHUSETTS	.	.	9,059	.	.
MICHIGAN	1,147	2	2,757	9	262
MINNESOTA	1,135	.	1,254	3	52
MISSISSIPPI	280	3	122	.	7
MISSOURI	1,185	22	2,042	16	460
MONTANA	3	13	449	0	25
NEBRASKA	186	.	526	7	4
NEVADA	539	.	290	3	.
NEW HAMPSHIRE	108	8	734	0	8
NEW JERSEY	2,163	25	851	12	226
NEW MEXICO	284	16	987	22	38
NEW YORK	5,026	66	7,549	46	254
NORTH CAROLINA	345	.	3,568	11	101
NORTH DAKOTA	.	6	251	.	7
OHIO	2,282	6	3,803	92	547
OKLAHOMA	52	9	1,518	8	61
OREGON	280	19	742	2	8
PENNSYLVANIA	1,736	3	3,579	16	220
PUERTO RICO	.	.	.	.	4,793
RHODE ISLAND	185	23	548	0	190
SOUTH CAROLINA	62	1	1,325	3	409
SOUTH DAKOTA	134	12	168	2	35
TENNESSEE	937	6	801	33	1,254
TEXAS	2,223	195	6,641	9	52
UTAH	699	40	1,262	0	0
VERMONT	12	9	266	0	19
VIRGINIA	499	15	1,267	3	419
WASHINGTON	928	20	532	7	198
WEST VIRGINIA	476	7	1,088	2	53
WISCONSIN	1,763	39	1,332	12	396
WYOMING	166	10	196	6	8
AMERICAN SAMOA	29	.	.	4	4
GUAM	48	9	104	0	1
NORTHERN MARIANAS	18	0	26	0	0
PALAU	.	.	.	.	.
VIRGIN ISLANDS	.	11	27	.	10
U.S. AND OUTLYING AREAS	47,896	1,064	90,275	1,101	17,655
50 STATES, D.C. & P.R.	47,801	1,044	90,118	1,097	17,640

Please see data notes for an explanation of individual State differences.

The sum of the individual age-year data may no equal total settings data because some States could not provide age-year data.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table AH4

Number of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part H
December 1, 1995

STATE	REGULAR NURSERY SCHOOL/ CHILD CARE	RESIDENTIAL FACILITY	OTHER SETTING	ALL SETTINGS
ALABAMA	15	1	28	1,328
ALASKA	3	.	4	432
ARIZONA	15	3	3	1,599
ARKANSAS	216	25	0	2,175
CALIFORNIA	.	.	.	18,119
COLORADO	87	1	1,535	3,914
CONNECTICUT	79	0	92	2,426
DELAWARE	6	.	33	1,105
DISTRICT OF COLUMBIA	3	1	6	340
FLORIDA	469	43	46	8,875
GEORGIA	234	2	0	3,472
HAWAII	14	0	323	3,875
IDAHO	7	1	6	845
ILLINOIS	116	4	593	8,029
INDIANA	125	14	97	4,773
IOWA	18	5	15	949
KANSAS	46	0	9	1,429
KENTUCKY	140	.	.	1,048
LOUISIANA	29	3	158	2,245
MAINE	228	0	9	680
MARYLAND	49	1	40	3,695
MASSACHUSETTS	.	.	.	9,059
MICHIGAN	6	1	200	4,384
MINNESOTA	175	.	1	2,620
MISSISSIPPI	7	.	3	422
MISSOURI	119	0	902	4,746
MONTANA	8	0	2	500
NEBRASKA	2	.	.	725
NEVADA	7	2	.	841
NEW HAMPSHIRE	22	0	5	885
NEW JERSEY	74	12	44	3,407
NEW MEXICO	6	5	389	1,747
NEW YORK	283	23	70	13,317
NORTH CAROLINA	296	3	12	4,336
NORTH DAKOTA	1	.	.	265
OHIO	19	3	655	7,407
OKLAHOMA	41	2	76	1,767
OREGON	29	10	49	1,139
PENNSYLVANIA	52	8	1,562	7,176
PUERTO RICO	.	.	.	4,793
RHODE ISLAND	29	0	1	976
SOUTH CAROLINA	14	0	83	1,897
SOUTH DAKOTA	11	2	12	376
TENNESSEE	80	0	45	3,156
TEXAS	916	13	34	10,083
UTAH	61	2	0	2,064
VERMONT	34	0	0	340
VIRGINIA	14	1	8	2,226
WASHINGTON	46	8	3	1,742
WEST VIRGINIA	15	7	16	1,664
WISCONSIN	68	0	6	3,616
WYOMING	35	0	11	432
AMERICAN SAMOA	3	0	0	40
GUAM	3	0	.	165
NORTHERN MARIANAS	0	0	0	44
PALAU	.	.	.	.
VIRGIN ISLANDS	8	.	.	56
U.S. AND OUTLYING AREAS	4,383	206	7,186	169,766
50 STATES, D.C. & P.R.	4,369	206	7,186	169,461

Please see data notes for an explanation of individual State differences.

The sum of the individual age-year data may no equal total settings data because some States could not provide age-year data.

Data based on the December 1, 1995 count, updated as of September 1, 1997.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

DATA NOTES

These notes contain information on the ways in which States collected and reported data differently from the OSEP data formats and instructions. In addition, the notes provide explanations of significant changes in the data from the previous year. The chart below summarizes differences in collecting and reporting of Part B data for 11 States. These variations affected the way data were reported for the IDEA, Part B child count and the educational environment, personnel, and exiting collections. Additional notes on how States reported Part B data for specific data collections follow this chart.

Table A-1
State Reporting Patterns for IDEA, Part B Child Count Data 1996-97, Other Data 1995-96

Differences from OSEP Reporting Categories

Where H = Reported in the hearing impairments category
O = Reported in the orthopedic impairments category
P = Reported in the primary disability category
R = Reported in other disability categories

States	Multiple Disabilities	Other Health Impairments	Deaf-Blindness	Traumatic Brain Injury
Colorado		O		
Delaware	P	O		
Florida	P			
Georgia	P			
Illinois	P			
Michigan		O	H	R
Mississippi		O		
North Dakota	P			
Oregon	P			
West Virginia	P			
Wyoming	P		H	

NOTE: Twenty-one States suggested that the increases in their counts of students with other health impairments were due to increases in the identification and inclusion of students with attention deficit disorder and attention deficit hyperactivity disorders. These States include:

Alabama
Arkansas
Connecticut
Florida
Georgia
Indiana
Kentucky
Maine
Minnesota
Missouri
Montana
Nevada
New Mexico
New York
North Carolina
Oklahoma
Rhode Island
South Carolina
Virginia
West Virginia
Wisconsin

Arizona -- The State provided explanations for increases from 1995-96 to 1996-97 in the number of students with visual and orthopedic impairments and autism. Increases in the number of students with visual impairments were attributed to improvements in data collection and reporting. The increase in the number of students with orthopedic impairments was due to the greater attention paid to this category by districts as a result of inservice training and an increase in the number of children with near-drowning experiences. The increase in the number of students with autism was due to the increasing sophistication of the evaluation and assessment teams with respect to this disability.

California -- The State attributed the increase from 1995-96 to 1996-97 in the number of students with autism to a combination of better identification and a general increase from 1995-96 to 1996-97 in the special education population.

Florida -- The State attributed the increase from 1995-96 to 1996-97 in the number of students with autism to the following factors: (1) the establishment of regional autism centers has provided better diagnosis of children with autism, (2) the broadening of the definition of the disability, (3) a better understanding of the disability, and (4) an increase in the number of families that have children with autism that have moved into the State because of the quality of the services provided. The State noted that southeast Florida has attracted a lot of families because of The Baudhin School, an autism center established by Dan Marino.

Georgia -- The State explained the increase from 1995-96 to 1996-97 in the number of students with autism as the result of increased public awareness of and advocacy for this disability and to improvements in the identification and provision of services to students with autism.

Kansas -- The State indicated that a survey of districts revealed that many students who were previously reported as having traumatic brain injury qualified in the current year in the other health impairment category.

Maryland -- The State provided the following explanations for increases from 1995-96 to 1996-97: (1) the increase in the number of students with visual impairments was because the Maryland School for the Blind changed the coding of its students from multiple disabilities to visually impaired; (2) the increase in the number of students with other health impairments was due to the inclusion of students with developmental delay in this category; (3) and the increase in the number of students with autism was due to the earlier identification of these students.

Massachusetts -- Massachusetts is prohibited by State law from collecting data by disability. Assignment to disability categories is based on a formula.

Minnesota -- The State indicated that the increase from 1995-96 to 1996-97 in the number of students with autism was due to an increase in the medical diagnosis of this condition.

New York -- The State suspects that the increase from 1995-96 to 1996-97 in the number of students with traumatic brain injury was due to the State's efforts in providing technical assistance, including the establishment of nine regional model programs, and training.

Oklahoma -- The State attributed the increase from 1995-96 to 1996-97 in the number of students with other health impairments to the continued training of teachers in the identification and education of students with these conditions. Oklahoma attributed some of the increase to the identification of students with attention deficit hyperactivity disorder, brain tumors, cancer, and other similar conditions.

Pennsylvania -- The State noted that it does not identify students by disability category on their individualized education programs (IEPs). Rather, students are identified according to their needs. Students are only assigned to a disability category at the district level for purposes of Federal reporting. Hence, the State thinks that the changes in the disability categories were more reflective of variations in local reporting practices than the nature of the population being served. The State suspects that the other health impairments category was used to report that portion of the overall increase from 1995-96 to 1996-97 that was not easily categorized.

Puerto Rico -- Puerto Rico attributed the increase from 1995-96 to 1996-97 in the number of preschool children served to increased referrals from Head Start programs and the increase from the previous year in the number of students with speech or language impairments to a clarification of eligibility requirements to include students who only need speech as a related service.

South Carolina -- The State attributed the increase from 1995-96 to 1996-97 in the number of students with autism to the disability's becoming a separate State funding category. Since the change, districts have been doing a better job reporting these data.

Utah -- The State indicated that the decrease from 1995-96 to 1996-97 in the number of children with traumatic brain injury was due to the more accurate reporting of data. In the previous year, one district misreported children with intellectual disabilities in the traumatic brain injury category.

Washington -- The State indicated that the increase from 1995-96 to 1996-97 in the number of students with autism was due to the more appropriate identification of students during their reevaluations. Washington thought that continuing inservice training in identifying students with autism contributed to the reclassification.

Wisconsin -- The State attributed the increase from 1995-96 to 1996-97 in the number of students with autism to reclassification of students after their 3-year reevaluations and to some actual growth in this population.

Educational Environments

Arkansas -- The State attributed the decrease from 1994-95 to 1995-96 in homebound/hospital placements to school districts' placing greater emphasis on providing services to children at the school location.

California -- The State attributed the decrease from 1994-95 to 1995-96 in private residential facility placements to two factors. First, in response to the high cost of providing services in private programs, a pilot program (the nonprivate school pilot program) involving several districts was initiated to provide students with equivalent services in public settings. Second, the State has been encouraging districts to reduce the number of students served in private facilities.

Georgia -- The State indicated that the increase from 1994-95 to 1995-96 in public residential facility placements was a result of Georgia's expansion of public residential services to adolescents through the formation of the Department of Children and Youth Services.

Hawaii -- The State attributed the increase from 1994-95 to 1995-96 of youth in correctional facilities to the first-time reporting of detention center data; in previous reports, a more restrictive definition of correctional facilities was used.

Idaho -- The State indicated that the increase from 1994-95 to 1995-96 in separate school facility placements was due to a change in the way districts reported their preschool data. It appears that in the past children who should have been reported in self-contained settings were reported in separate school settings; this was corrected in the current report.

Iowa -- The State indicated that the decrease from 1994-95 to 1995-96 in correctional facility placements occurred because the 1995-96 figures did not include data from two facilities operated by the Iowa Department of Human Services, namely the State Juvenile Home and the State Training School. These two facilities served 245 children during the 1995-96 school year.

Kansas -- The State reported that the increase from 1994-95 to 1995-96 in regular class placements and the decrease from 1994-95 to 1995-96 in resource room placements was due to a revision of its data collection system to more accurately reflect both the practice of districts in the field and the Federal placement definitions.

Maryland -- The State indicated that the increase from 1994-95 to 1995-96 in resource room, private separate school facility, and parent-initiated private school placements was because December 1995 was the first year of Maryland's new special education data base. In previous years, placement data were estimated, based on a formula.

Massachusetts -- The State is prohibited by State law from collecting data by disability. Assignment to disability categories is based on a formula.

Missouri -- The State indicated that the increase from 1994-95 to 1995-96 in public residential facility placements may be due to some duplicate reporting of Division of Youth Services data because these data are reported by both districts and the Division of Youth Services.

Nebraska -- The State indicated that the decrease from 1994-95 to 1995-96 in public separate school facility placements and the increase from 1994-95 to 1995-96 in homebound/hospital placements resulted from changes in placement definitions that are more consistent with the Federal categories. The change in placement definitions has resulted in districts reporting more preschool children in homebound placements and fewer in separate school facilities.

New Jersey -- The State indicated that the increase from 1994-95 to 1995-96 in resource room placements and the decrease from 1994-95 to 1995-96 in separate class placements was due to correctly reporting students who were in special classes for less than 60 percent of the day in resource room placements. In previous years, these students were reported in separate class placements.

New York -- The State indicated that the decrease from 1994-95 to 1995-96 in public residential facility placements was due to State initiatives to keep children out of residential facilities; efforts are made to serve children before they need to be placed in these facilities. New York attributed the decrease from 1994-95 to 1995-96 in parent-initiated private school placements to improvements in data accuracy.

North Carolina -- The State suspects that the increase from 1994-95 to 1995-96 in parent-initiated private school placements was due to the greater provision of special education services to children who were home schooled and to more parents exercising their choice to have their children served in private schools. North Carolina attributed the increase from 1994-95 to 1995-96 in private residential facility placements to better reporting of community residential centers data. Community residential centers are public day care facilities that were authorized as Chapter 1 agencies. When Chapter 1 programs were merged with IDEA, the responsibility for reporting these children switched to the local school districts. In 1994-95 many school districts did not fully report all their community residential center data; by 1995-96 districts had improved their reporting of these data.

Ohio -- The State attributed the increase from 1994-95 to 1995-96 in public residential placements to increases in the number of students served in correctional facilities and the increase in homebound/hospital placements to an increase in services provided to preschool children in home through itinerant services. Ohio noted that the homebound/hospital placements included some preschoolers who were receiving itinerant services outside the home and that the separate class placements included some preschoolers in reverse mainstream settings.

Pennsylvania -- The State attributed the increase from 1994-95 to 1995-96 in correctional facility placements to an increase in the prison population and to a decrease in the average age of inmates. Pennsylvania thought that the decrease from 1994-95 to 1995-96 in parent-initiated private school placements was due to the collection of more accurate data.

South Carolina -- The State suspects that some of the increase from 1994-95 to 1995-96 in homebound/hospital placements was partially due to children who were expelled and subsequently received services at home and to an increase in the number of young medically fragile children who received services at home.

Tennessee -- The State indicated that the decrease from 1994-95 to 1995-96 in public residential facilities placements was due to the closing of residential facilities for students with mental retardation and the transfer of these students to their local school districts.

Texas -- The State indicated that State statute mandated the collapsing of several placement categories, including one public separate and two separate class categories, into a new "off home campus" category. The data keyed under public separate school facility represent the data for the new "off home campus" category.

West Virginia -- The State indicated that the increase from 1994-95 to 1995-96 in regular class placements and the decrease from 1994-95 to 1995-96 in resource room placements were due to a change in the definition of placement options. Beginning with the 1995-96 school year, West Virginia changed its placement definitions to correspond with the OSEP definitions. The State said that prior to 1995-96, regular class data included only students who were served 100 percent of the school day in that setting. The current data also include students who were served for less than 21 percent of the school day outside of the regular class; these students were previously reported as receiving services in resource rooms. West Virginia indicated that the increase from 1994-95 to 1995-96 in homebound/hospital placements was primarily due to an increase in the number of preschool students served in home-based programs.

Personnel

Alabama -- The State indicated that (1) the decrease from 1994-95 to 1995-96 in total demand for vocational education teachers was due to more students with disabilities being served in regular vocational programs; (2) the decrease in total demand for counselors and nonprofessional staff accurately reflected the decline in need for these personnel types; and (3) a change in the State's certification requirements has resulted in a decrease in the number of less than fully certified personnel that were hired.

Alaska -- The State indicated that the changes in the data from 1994-95 to 1995-96 were a result of the difficulty district personnel have with the State's data collection form. Alaska said that it has provided the University of Alaska - Fairbanks, which collects the personnel data for the State, with additional funding to improve the personnel data collection.

Arizona -- The State indicated that (1) the increase from 1994-95 to 1995-96 in demand for vocational education teachers was a result of the School to Work Opportunities Act, which requires the inclusion of all students in school to work activities, and the IDEA transition requirement that districts provide employment objectives for students with disabilities; (2) the increase from 1994-95 to 1995-96 in demand for counselors was due to an increase in the number of students with behavior problems in schools; (3) the increase from 1994-95 to 1995-96 in the number of aides was a result of inclusion, which often calls for more aides in the IEP, and to the increase in the number of students with behavior problems; (4) the increase from 1994-95 to 1995-96 in the demand for physical education teachers was due to an increase in the student population; (5) the increase from 1994-95 to 1995-96 in the demand for speech language pathologists was a result of a change in certification requirements; (6) the decrease from 1994-95 to 1995-96 in the demand for supervisors/administrators was due to a move toward site-based management, staffing reductions, and reduction in funds; and (7) the decrease from 1994-95 to 1995-96 in nonprofessional staff was probably due to reductions in funding and inaccurate reporting in the past.

Arkansas -- The State indicated that the decrease from 1994-95 to 1995-96 in the total demand for other professional staff was due to more accurate reporting of the personnel previously reported in this category. For example, the number of deaf interpreters who were previously reported in the other professional staff category was listed separately in 1995-96.

California -- The State attributed the increase from 1994-95 to 1995-96 in the number of occupational therapists, counselors, and other professional staff employed and in the number of employed not fully certified teacher aides to a 20,000 increase from 1994-95 to 1995-96 in the number of students served.

Colorado -- The State indicated that the increase from 1994-95 to 1995-96 in the number of nonprofessional staff was due to recent changes in its data system that have resulted in better data.

Florida -- The State verified the increase from 1994-95 to 1995-96 in the total demand for speech pathologists and indicated that the State has been aggressively recruiting speech pathologists. Florida noted that some districts have contracted with agencies to recruit speech pathologists from foreign countries. The State suspects that the increase from 1994-95 to 1995-96 in physical education teachers was due to an increase in the number of students who needed adaptive physical education.

Georgia -- The State indicated that (1) the decrease from 1994-95 to 1995-96 in the demand for school social workers was a result of the increasing cost of teachers' salaries (due to growing school populations) which has forced systems to reduce personnel in related services areas; (2) the increase in the demand for counselors was due to a statewide emphasis on providing counseling services at the middle school level; (3) the increase in the demand for supervisors/administrators was a result of the growth in the number of students with disabilities; (4) the increase in the demand for nonprofessional staff was due to the commencement in fiscal year 1997 of State funding of support services for students with disabilities in the regular classroom; (5) the increase in the number of rehabilitation counselors was due to Georgia's decision to continue funding the Rehabilitation Collaborative Grant program that was designed to provide increased rehabilitation counselor services to school systems; (6) the increase in the number of other professional staff is correct and includes personnel who provide services such as orientation/mobility services, nutrition services, augmentative/alternative communication services, and community-based job coaching; and (7) the decrease in the number of not fully certified speech-language pathologists was due to the provision of satellite course work and alternative certification routes, which has resulted in fewer vacant positions and fewer personnel who lack full certification.

Hawaii -- The State attributed the increase from 1994-95 to 1995-96 in total demand for nonprofessional staff to the establishment of a new category of nonprofessionals which allowed the hiring of part-time paraprofessionals.

Illinois -- The State indicated that some of the changes in the number of personnel reported may be the result of changes in State funding requirements; Illinois also reported that (1) the decrease from 1994-95 to 1995-96 in the number of not fully certified interpreters occurred because interpreters were incorrectly reported as not fully certified in 1994-95, and (2) new positions have been created to address the continuing demand for physical therapists.

Indiana -- The State indicated that the increase from 1994-95 to 1995-96 in the number of teacher aides was due to more aides being employed to work with students in inclusive settings. Indiana attributed the decrease in the number of fully certified interpreters to the reclassification of some personnel into the not fully certified category.

Massachusetts -- The State is prohibited by State law from collecting data by disability. The State reported all teachers as serving students in cross-categorical classrooms.

Michigan -- The State indicated that the data changes reflect the ongoing difficulty it is having getting school districts to report data accurately on personnel certifications.

Minnesota -- The State indicated that the increase from 1994-95 to 1995-96 in occupational therapists and the decrease in other professional staff was due to the reporting of certified occupational therapy assistants in the occupational therapy category in the current year and in the other professional staff category in the prior year.

Mississippi -- The State indicated that the changes from 1994-95 to 1995-96 in the nonprofessional staff data were due to the reclassification of nonprofessional staff into the fully certified category. In previous years, the nonprofessional staff data were incorrectly reported in the not fully certified category.

Missouri -- The State indicated that (1) the increase from 1994-95 to 1995-96 in total demand for vocational education teachers occurred because previous reports did not include data on vocational resource educators who support students with disabilities in vocational technical schools and (2) the not fully certified column represented the number, not the full-time equivalency, of provisional certificates issued.

Montana -- The State attributed the decrease from 1994-95 to 1995-96 in nonprofessional staff to a revision of the State's data collection format, including the clarification of personnel definitions. Montana thinks that the new data format has resulted in more accurate data.

Nevada -- The State attributed the increase from 1994-95 to 1995-96 in the total demand for speech pathologists to a major effort by the Clark County School District in the 1995-96 school year to hire additional speech pathologists to ease caseloads.

New Hampshire -- The State suspects that the increase from 1994-95 to 1995-96 in the total demand for counselors was due to the combination of actual increases and inaccurate reporting. New Hampshire noted that some districts still report all counselors rather than just the full-time equivalency of counselors providing services to students with disabilities. The State indicated that the increase from 1994-95 to 1995-96 in total demand for other professional staff was due to the first-time reporting of tutors and other student support employees by the State's largest school district.

New Jersey -- The State indicated that the submitted personnel data accurately reflected the composite data reported to them by the school districts. New Jersey noted that districts find it difficult to determine the full-time equivalents for physical education teachers and vocational education teachers because these teachers are shared with regular education pupils. The State attributed the increases in physical education teachers, vocational education, and other professional staff to the variability of the data in these categories. New Jersey attributed the increase from 1994-95 to 1995-96 in the number of interpreters employed to improvements in the collection of these data. The State thought that the increase in the number of vacant teacher positions occurred in the supplemental instructors category that contains a substantial number of part-time teachers and is subject to large turnovers from year to year. New Jersey attributed the increase in the number of vacant other diagnostic staff positions to the high number of contracted, part-time personnel in this category which makes reliable reporting difficult.

New Mexico -- The State thought that changes in the data were due to increased efforts to improve the response rates and the quality of data collected from districts.

New York -- The State indicated that the decrease from 1994-95 to 1995-96 in teachers of children ages 3-5 was due to the breakout of speech language pathologists.

North Carolina -- The State indicated that the decrease from 1994-95 to 1995-96 in the total demand for recreation specialists was a result of school districts-having to adapt to continuing budgetary constraints. Specifically, school districts were using more of their resources to employ or contract occupational and physical therapists rather than recreational therapists. North Carolina noted that school districts were simultaneously becoming more innovative in the use of physical education and adaptive physical education personnel to provide recreation therapy services. The State indicated that the decrease in the total demand for diagnostic staff was due to schools using more of these personnel in classrooms rather than solely as diagnostic staff.

North Dakota -- The State indicated that the increase from 1994-95 to 1995-96 in the total demand for speech pathologists was due to local units more correctly reporting these personnel as speech pathologists rather than as speech/language teachers.

Ohio -- The State indicated that (1) the increase from 1994-95 to 1995-96 in the total demand for physical education teachers was due to the employment of more adaptive physical education teachers; (2) the increase in the number of psychologists employed was because more psychologists were hired to serve children ages 3-5; (3) the increase in the total demand for occupational therapists was due to improved recruiting by local districts for these positions and to an increase in the number of occupational therapists employed to serve preschool children; and (4) the decrease in the number of retained physical education teachers was because the prior year's data included teachers who had temporary certification and therefore were not retained.

Oklahoma -- The State attributed the increase from 1994-95 to 1995-96 in the total demand for nonprofessional staff to the hiring of additional bus drivers, bus monitors for special education students, and clerical staff assigned to compliance and special education data tasks. Oklahoma noted that the largest increase occurred among bus monitors.

Pennsylvania -- The State indicated that (1) the decrease from 1994-95 to 1995-96 in the number of speech pathologists was due to a change in the State's eligibility requirement, which resulted in a decrease in the number of children who required only speech services, and (2) the increase in the number of interpreters was a result of the greater inclusion of children with hearing impairments in regular classrooms.

Puerto Rico -- The State attributed the decrease from 1994-95 to 1995-96 in the number of diagnostic and evaluation staff employed to the use of more contracted personnel who provided services as needed.

South Carolina -- The State suspects that the decline in speech pathologists was due to districts reporting these personnel as teachers.

South Dakota -- The increase from 1994-95 to 1995-96 in the number of speech pathologists was because these data were previously being reported under special education teachers.

Tennessee -- The State indicated that (1) the increase from 1994-95 to 1995-96 in the number of speech pathologists was due to their reclassification from the category for speech/language teachers and because the State has been sponsoring the education of speech pathologists, and (2) the increase in the number of interpreters was a result of the provision of training for interpreters.

Utah -- The State indicated that the changes in the personnel data were because the 1995-96 school year was the first year that a validated data collection was used. In contrast to prior years, where district data were accepted as reported, the current data were cross-checked by name, assignment, and certification.

Wisconsin -- The State attributed the changes from 1994-95 to 1995-96 to the implementation of an approved data collection and reporting system for personnel reimbursement. This new system has resulted in greater accuracy in data collection and reporting.

Exiting

For individual States, percentages of students with disabilities exiting may sum to more than 100 percent. This is due to the fact that exit data are collected over a 12-month period, while child count data are collected for a single day, December 1. As a result, students ages 14-21 who enter special education after December 1 and exit prior to December 1 may appear in the numerator (exiters) but not in the denominator (child count).

Arizona -- The State attributed the decrease from 1994-95 to 1995-96 in the number of children who exited through the moved, known to be continuing basis of exit to the transfer of students, especially those with learning disabilities, from public schools into charter schools.

Colorado -- The State attributed the increase from 1994-95 to 1995-96 in the number of students who returned to regular education to the implementation of more stringent eligibility requirements for learning disabilities which resulted in the declassification of some students with learning disabilities. Colorado indicated that the increase in the number of students who moved and were known to be continuing was due to recent changes in its data system that have resulted in better data.

Illinois -- The State noted that the recent change in its data collection systems may account for some of the variance.

Massachusetts -- The State did not collect data for "graduation through certificate or completion of IEP requirement" because all students graduate with diplomas. Massachusetts is prohibited by State law from collecting data by disability. Assignment to disability categories is based on a formula.

Michigan -- The State indicated that changes in exiting data were due to a more accurate count of students leaving special education, especially from the Detroit school district.

Minnesota -- The State suspects that the returned to regular education data were underreported by the school districts but indicated that it could not provide revised data.

Missouri -- The State verified the decrease from 1994-95 to 1995-96 in the number of students who graduated with certificates. Missouri noted that certificates (of attendance) are awarded to all students with disabilities who reach age 21, or otherwise terminate their education, and who have met the district's attendance requirements but who have not fulfilled the requirements for graduation.

New Jersey -- The State attributed the increases in the total number of students exiting to improvements in data collection and to a statewide emphasis on encouraging students with disabilities to graduate.

Ohio -- The State thought that its Open Enrollment Program may have had an impact on the increase from 1994-95 to 1995-96 in the number of students who moved and were known to be continuing.

Oregon -- The State indicated that it did not collect exiting data in all the Federal categories and therefore could not accurately distribute the data into the Federal categories.

Pennsylvania -- The State indicated that graduation with a certificate was not a valid basis of exit in the State.

Washington -- The State indicated that the increase from 1994-95 to 1995-96 in the number of students who graduated with a certificate and in the total number of students who exited was due to the implementation of a new reporting procedure that has resulted in more accurate data.

Table AH1: Part C Child Count

Alabama -- The State attributed the increase from 1995-96 to 1996-97 in the number of children served to its continuing public awareness efforts and to improvements in data collection and reporting.

Colorado -- The State indicated that the decrease from 1995-96 to 1996-97 in the number of infants served was due to the decision not to use unverified State data on children who may not have IFSPs.

Connecticut -- The State indicated that the increase from 1995-96 to 1996-97 in the number of children served was due to improved data collection and reporting. Connecticut noted that several factors contributed to the improvements in accuracy. First, in July 1996, when the Connecticut Department of Mental Retardation assumed lead agency status and reconstructed the Part C data base from hard copies of enrollment forms submitted by each of the 39 programs in the State, it discovered that many children were receiving services who were not reflected in the previous data base. Second, the new data base begins at the statewide single point of entry, where the electronic record is first created, and is subsequently updated at the central office as additional information is received from the 39 programs. In the previous system, data were not entered in the data base until each of the six coordination centers had an opportunity to update the data. Third, the list of children's services is mailed to each of the programs every month to document services delivered and as the basis for payment. And fourth, the system has been streamlined so that there is a shorter time span between evaluation and the commencement of services. Therefore, a larger percentage of the children in the system are receiving services than was the case last year.

Delaware -- The State indicated that the decrease from 1995-96 to 1996-97 in the number of children served was due to better reporting. Delaware upgraded its data system, including the development of a separate December 1 data base, and feels that the current data more accurately reflect the number of infants and toddlers served under Part C.

Maine -- The State attributed the decrease from 1995-96 to 1996-97 in the number of children served to an increase in the number of parents who had their children evaluated but declined moving forward toward the development of an IFSP.

New Mexico -- The State attributed the increase from 1995-96 to 1996-97 in the number of children served to the following factors: (1) child identification efforts have been more successful; (2) the State's population is growing; (3) there have been improvements in the data tracking system; and (4) new transition legislation allows parents to choose to have their children remain in early intervention services throughout the school year in which they turn age 3.

Oregon -- The State attributed the increase from 1995-96 to 1996-97 in the number of children served to the rapid expansion of the Part C program since its inception in 1993 as a State-operated program.

Rhode Island -- The State noted that the decrease from 1995-96 to 1996-97 in the number of children served was related to the State's decision to report only figures generated through its early intervention data system, Early Intervention Exchange of Information Operation. Rhode Island attributes the low numbers to regions that were resistant to using the new data system.

Table AH2: Part C Services

Arizona -- The State indicated that the increase from 1994-95 to 1995-96 in respite care services was due to increased training of and greater awareness among early intervention respite providers.

Arkansas -- The State indicated that the decrease from 1994-95 to 1995-96 in the number of children who received family training, counseling, home visits, and other support services and the increase from 1994-95 to 1995-96 in the number of children who received medical services was due to the more accurate reporting of these data.

California -- The State indicated that increases from 1994-95 to 1995-96 in the number of children who received various services could generally be attributed to an expansion of the reporting base. The prior year's data represented only children served by the Department of Developmental Health and the Department of Education, whereas the current year's data also included children served by the Department of Health Services, Department of Social Services, Department of Mental Health, and Department of Alcohol and Drug Services.

Colorado -- The State indicated that the decrease from 1994-95 to 1995-96 in the number of infants who received services was due to the decision not to use unverified State data on children who may not have IFSPs.

Connecticut -- The State indicated that the increase from 1994-95 to 1995-96 was related to an increase in population. Connecticut noted that 49 percent of the children who received early intervention services since July 1996 were referred after the age of 2, which suggests that many of them were referred due to concerns about speech and language rather than other disabilities, which would have been identified earlier.

Delaware -- The State indicated that the decrease from 1994-95 to 1995-96 in the number of nursing services was because the prior year data included infants who were served under a plan but not an actual IFSP. Furthermore, some of the services performed by the nursing staff were more correctly identified and listed under developmental services. Delaware attributed the decrease from 1994-95 to 1995-96 in the number of infants who received nutrition services to a reduction in the count. The State indicated that the prior year's data included nutrition services provided by the Women, Infants, and Children (WIC) program to children who did not necessarily have IFSPs. Delaware attributed the increase from 1994-95 to 1995-96 in the number of infants who received other early intervention services to an increase from 1994-95 to 1995-96 in ongoing early intervention evaluations by child development specialists.

Florida -- The State attributed the increases from 1994-95 to 1995-96 in the number of children who received various services to the 43 percent increase from 1994-95 to 1995-96 (7,333 in 1994 to 10,771 in 1995) in the total number of children who received Part C services. Florida also provided the following explanations: (1) the increase in audiology services was a result of Florida's efforts to collect information on infant hearing impairment screening services provided by Developmental Evaluation and Intervention-designated hospitals; (2) the increases in medical and nursing services was a result of the program's decision that services provided to Part C infants and toddlers through the Children's Medical Services program (the administrating program for the Part C program) would be reported to the Early Intervention Program data system; (3) the increase in family training was due to the increase in the number of children served and to improved compliance on reporting; (4) the increase in special instruction was due to an increase in the number of children served, improved reporting compliance, and a change in the categorization of services between family training and special instruction; (5) the increase in respite services was due to improved reporting; and (6) the increase in social work services was due to improved reporting, growth in the number of children served, and to a change in the categorization of services among family training, case management, and social work services.

Georgia -- The State attributed the decrease from 1994-95 to 1995-96 in assistive technology services/devices to the use of second opinions and refined policies and protocols. Similarly, the decrease in respite care services was due to stricter district respite policies. Georgia further noted that an overall decrease in the child count also contributed to the decrease in services.

Hawaii -- The State indicated that the decreases from 1994-95 to 1995-96 in the number of children who received health services, nursing services, respite care services, social work services, and other early intervention services were due to the reduction of their data entry capacity, budget cuts, and loss of staff.

Indiana -- The State provided the following explanations: (1) the decrease from 1994-95 to 1995-96 in family training, counseling, home visits, and other support services was due to the incorporation of these types of services into all the other service categories; (2) the decrease in social work services was due to the discontinuation of the practice of reporting some service coordination as a social work service; (3) the decrease in nutrition services was due to the removal of WIC services from the list of early intervention services; and (4) the increase in special instruction services was a result of increased child find.

Kansas -- The State attributed the increase from 1994-95 to 1995-96 in the number of children who received assistive technology services to the State's providing an additional $300,000 to the Assistive Technology of Kansas Project in 1995. The additional funding provided monies for the purchase of additional equipment as well as for training and systems development.

Kentucky -- The State indicated that the data changes from 1994-95 to 1995-96 were primarily due to the fact that it uses a variety of data collection methods that make it difficult to collect accurate and valid data. Kentucky noted that it is beginning to phase-in a centralized billing and information system that should help with data accuracy. More specifically, the State thinks the increase in respite services was due to greater interest in the service and wider dissemination of information on its availability. Kentucky attributed the growth in the number of children who received vision services to a concerted effort by the State to provide services to the visually impaired. In the prior year, the consultation and technical assistance project for the visually impaired was reorganized to provide more on-site consultation and support.

Michigan -- The State indicated that (1) the increase from 1994-95 to 1995-96 in the number of children who received health, nursing, and medical services was because most of the agencies that have recently joined the Part C system are non-special education and provide primarily medical-related services and (2) the increase in social work services was because local providers reported service coordination under social work services. The State noted that the definition of social work services mentions the coordinating of community resources.

Minnesota -- The State indicated that it does not currently have a system for reporting services received.

Missouri -- The State indicated that the increases from 1994-95 to 1995-96 in services data were due to better data entry by the Departments of Health and Mental Health and to increased service to children.

New Hampshire -- The State indicated that the decrease from 1994-95 to 1995-96 in the number of children who received other early intervention services was due to fewer providers reporting children as receiving transdisciplinary services, which are reported in the other early intervention services category, and choosing instead to report these children in one of the specific service categories.

New Jersey -- The State attributed the decrease from 1994-95 to 1995-96 in the number of children who received various services to the fact that the current figures represent verifiable, audited counts. New Jersey noted that in prior years, providers sometimes reported service data based exclusively on whether they had that personnel type on staff.

New York -- The State thought that the increases from 1994-95 to 1995-96 in the major therapies (e.g., occupational therapy, physical therapy, and speech-language pathology), special instruction services, and transportation services could be attributed to the 41 percent increase in the number of children served between 1994 (9,461) and 1995 (13,317). New York thought that the increase in the number of children who received family counseling services was driven by the increase in the number of children served in New York City (from 3,037 in 1994 to 4,688 in 1995), where family counseling is a frequently authorized service.

North Carolina -- The State indicated that the decreases from 1994-95 to 1995-96 in the number of children who received services was because the 1994-95 data represented the number of children served over an entire year, whereas the 1995-96 data represent only the services provided to children on December 1, 1995.

Ohio -- The State attributed the increases in the number of children receiving various services to (1) an increase in the number of agency participants throughout the State, (2) an increase in family/client participation, and (3) increased State child find efforts.

Puerto Rico -- Puerto Rico indicated that the increases from 1994-95 to 1995-96 in the number of children who received various services were due to the increased recruitment of staff across many disciplines and to a subsequent increase in the number of referred children who were evaluated. In particular, there has been greater availability of nurses, pediatricians, social workers, psychologists, and pediatric ophthalmologists.

South Carolina -- The State indicated that the increase from 1994-95 to 1995-96 in the number of children who received special instruction services was due to the reclassification of an early intervention service that was provided in the home. These data were previously reported under family training and home visits but were reclassified to special instruction.

South Dakota -- The State indicated that the increase in other early intervention services from 1994-95 to 1995-96 was due to the reporting of service coordination in this category.

Texas -- The State indicated that (1) the increase from 1994-95 to 1995-96 in the number of children who received assistive technology was due to service growth and improved reporting, and (2) the decrease in transportation services was a result of a decline in center-based services and an increase in services provided in natural environments.

Washington -- The State indicated that because it does not have a single statewide electronic system, the Part C lead agency must use a manual process to ensure that the data compiled from each of the three service systems -- Department of Health, Department of Social and Health Services, and Office of Superintendent of Public Instruction -- are unduplicated. In 1994-95, Washington's Infant Toddler Early Intervention Program provided Part C funds to enhance programs that had previously provided services under Chapter 1. This influx of funding resulted in additional providers reporting data on Tables 2 through 4. The State further noted that coordinated child find and increased funding have allowed more children and families to access early intervention services. The State thought that the increase from 1994-95 to 1995-96 in the number of children who received assistive technology services was due to the broad definition of this category and that the increase from 1994-95 to

1995-96 in other early intervention services was due to providers reporting all services listed on the IFSP instead of reporting only those services required under Part C.

Table AH3: Part C Personnel Employed and Needed

Arizona -- The State attributed the increase from 1994-95 to 1995-96 in the number of paraprofessionals and total staff employed to improvements in its data collection system. These improvements include better definitions and increased communication with and better responses from providers.

Connecticut -- The State indicated that the decrease from 1994-95 to 1995-96 in the number of other professional staff was due to the defunding of six Regional Family Service Coordination Centers. Most of the personnel reported in the other professional staff category were independent service coordinators and their supervisors who were employed by the Regional Family Service Coordinator Centers. Connecticut noted that service coordination is no longer a separate job within the State's birth to 3 system, and the responsibilities of service coordination are now most often carried out by the early interventionists who provide direct service to families.

Delaware -- The State indicated that (1) the increase from 1994-95 to 1995-96 in the number of paraprofessionals employed was due to greater use of occupational therapy assistants and physical therapy assistants; (2) the increase in the number of other personnel employed was due to additional State allocations that permitted hiring more family service coordinators; and (3) the increase in the number of total staff needed was a result of providers collecting and submitting more specific information on their personnel needs. Delaware noted that the other personnel category also included early childhood teachers who work with children both with and without disabilities.

District of Columbia -- The District of Columbia suspects that the 1994-95 counts of the number of nurses employed included other hospital-based personnel who were involved with Part C child find activities, whereas the 1995-96 count did not include other hospital-based personnel.

Florida -- The State attributed the increase from 1994-95 to 1995-96 in the number of personnel employed to a concerted effort to collect information on contracted personnel staff as well as early intervention program staff. Much of the increase in other professional staff was due to the improved reporting of contracted personnel.

Hawaii -- The State indicated that the decrease from 1994-95 to 1995-96 in the number of nurses and paraprofessionals employed was due to lowered budgets and diminished resources available to programs.

Indiana -- The State attributed the decrease from 1994-95 to 1995-96 in the number of personnel needed to an expansion of the provider base beyond the historic delivery system. Indiana attributed the decrease in the number of paraprofessionals employed to better clarification of definitions, which has allowed more appropriate personnel reporting.

Iowa -- The State provided two reasons for the decrease from 1994-95 to 1995-96 in the number of personnel employed and contracted. First, in the past, the data were primarily collected through sampling, whereas the current data were based on actual counts. Second, providers previously reported the total number of personnel rather than full-time equivalencies of personnel who were providing early intervention services.

Kansas -- The State thought that the decrease from 1994-95 to 1995-96 in the number of total staff employed and contracted reflected the State's emphasis on family training designed to provide families with the skills and techniques necessary to enhance the developmental growth of their children, thus eliminating some of the need for direct services. In addition, Kansas noted that many of its networks are utilizing the services of providers already employed by the school districts, which also eliminated some of the need for additional personnel.

Kentucky -- The State indicated that the data changes from 1994-95 to 1995-96 were primarily due to the fact that it uses a variety of data collection methods that make it difficult to collect accurate and valid data. Kentucky noted that it is beginning to phase-in a centralized billing and information system that should help with data accuracy.

Michigan -- The State indicated that the increase from 1994-95 to 1995-96 in the number of social workers employed was because Community Mental Health personnel who coordinated services for Part C children reported themselves as social workers.

New Jersey -- The State attributed the increase from 1994-95 to 1995-96 in the number of other professional staff employed to the creation of a new personnel category for child development specialists. Most of the personnel hired in this category had psychology, special education, or early intervention backgrounds. New Jersey attributed the increase from 1994-95 to 1995-96 in the number of total staff employed to an increase in funding for direct services.

New Mexico -- The State indicated that the increase from 1994-95 to 1995-96 in the number of other professional staff was due to their increased use among providers because they are available and less expensive. New Mexico noted that other professional staff are generally degree-holding in a related field but are often unlicensed and inexperienced in the provision of early intervention services. The State intends to tighten up its qualifications to reduce the number of other professionals used.

New York -- The State attributed the increase from 1994-95 to 1995-96 in the number of physical therapists employed to an expansion in the number of approved providers.

Pennsylvania -- The State indicated that the changes from 1994-95 to 1995-96 in the personnel data were in response to changes in service delivery in order to provide more services in natural environments.

Texas -- The State indicated that the increase from 1994-95 to 1995-96 in the number of other professional staff employed and contracted was due to increases in enrollments and concomitant increases in services.

Washington -- The State indicated that because it does not have a single statewide electronic system, the Part C lead agency must use a manual process to ensure that the data compiled from each of the three service systems -- Department of Health, Department of Social and Health Services, and Office of Superintendent of Public Instruction -- are unduplicated. In 1994-95, Washington's Infant Toddler Early Intervention Program provided Part C funds to enhance programs that had previously provided services under Chapter 1. This influx of funding resulted in additional providers reporting data on Tables 2 through 4. Washington attributed the increases from 1994-95 to 1995-96 in the number of employed personnel to an increase in the number of providers reporting personnel data.

West Virginia -- The State thought that the decrease from 1994-95 to 1995-96 in the number of social workers employed was due to prior year data including personnel with temporary social worker licenses, whereas these personnel were more appropriately reported in the current year. The increase from 1994-95 to 1995-96 in the number of other professional staff employed was a result of the growth in the number of children served.

Table AH4: Part C Settings

Alabama -- The State attributed the increase from 1994-95 to 1995-96 in early intervention classroom/center placements and the decrease in outpatient service facility placements to more accurate reporting as a result of the evolution of its data system.

Arkansas -- The State indicated that the increase from 1994-95 to 1995-96 in early intervention classroom/center placements was because a significant number of children changed from receiving services at home to receiving services in early intervention classrooms.

Connecticut -- The increase from 1994-95 to 1995-96 in home placements was due to an overall increase in the number of children served and to emphasis on serving children in more natural settings. The increase in outpatient service facility placements and the decrease in other settings placements were due to better reporting of the data previously reported in other settings.

Delaware -- The State indicated that the decrease from 1994-95 to 1995-96 in early intervention placements was because the previous year's data were duplicated, whereas the current year's were not.

District of Columbia -- The State indicated that the increase from 1994-95 to 1995-96 in outpatient service facility placements was due to improvements in reporting.

Florida -- The State indicated that (1) the increase from 1994-95 to 1995-96 in total settings was due to a growth in the number of children served; (2) the decrease in other settings and outpatient service facility placements was due to the improvement in the collection of service location identification information; and (3) the increase in early intervention classroom/center, home, and regular nursery school/child care placements was due to growth in the number of children served, improved reporting compliance, and continuing efforts to serve children in more appropriate settings.

Georgia -- The State indicated that the increase from 1994-95 to 1995-96 in family child care placements and the decrease in other setting placements were due to more accurate and consistent understanding of the definitions of these categories.

Indiana -- The State indicated that (1) the decrease from 1994-95 to 1995-96 in family child care placements was probably due to a combination of changes in family preferences and the realization by some providers that the State does not pay for child care; (2) the increase from 1994-95 to 1995-96 in outpatient service facility placements was due to the expansion of the provider network to include more therapy groups and hospitals; and (3) the increase from 1994-95 to 1995-96 in other settings was due to an increased emphasis on providing services in natural environments.

Kentucky -- The State indicated that the data changes from 1994-95 to 1995-96 were primarily due to the fact that it uses a variety of data collection methods that make it difficult to collect accurate and valid data. Kentucky noted that it is beginning to phase-in a centralized billing and information system that should help with data accuracy.

Louisiana -- The State attributed the decrease from 1994-95 to 1995-96 in early intervention classroom/center and other setting placements to a shift in emphasis from providing services in center-based programs to providing services in natural environments.

Maryland -- The State attributed the decrease from 1994-95 to 1995-96 in outpatient service facility placements to the North Washington Pediatric Hospital, a major outpatient provider in Baltimore, becoming unavailable for service.

Michigan -- The State indicated that (1) the decrease from 1994-95 to 1995-96 in other settings placements was because one large center had previously reported children who received 1 hour of center-based service and 1 hour of home-based services in the other category instead of splitting the data between home and classroom placements as was done in the current year; (2) the increase in the number of children served in home placements was because most of the noneducation agencies that have recently joined the Part C program provide the majority of their services in the home; and (3) the increase in outpatient service facility placements occurred because the Health Department (in Detroit) and children's hospital (in Flint) became very involved in the Part C program and traditionally serve most of their children at their respective facilities.

Missouri -- The State indicated that the increases from 1994-95 to 1995-96 in settings data were due to better data entry by the Departments of Health and Mental Health and to increased services to children.

New York -- The State thought that the increases from 1994-95 to 1995-96 in the home and total settings were due to the 41 percent increase in the number of children served during that period and to an increasing shift away from center-based to home-based service delivery. New York thought that the increase in other settings may be due to an increase in the number of children who received assistive technology devices and for whom no settings were provided.

Ohio -- Ohio noted that it can only provide partial explanation for changes in the data because the data are compiled from various sources, including public and private agencies whose clients access services through multiple points of entry and utilize a variety of funding streams. Hence, the State must often rely on secondary data sources.

Pennsylvania -- The State indicated that the changes from 1994-95 to 1995-96 in the settings data were due to its efforts to serve more children in natural environments. Pennsylvania attributed the increase in the other settings category to the way Philadelphia County reported its data.

Rhode Island -- The State indicated that the increase from 1994-95 to 1995-96 in outpatient service facility placements was due to its largest provider going from an on-site service delivery model to one where therapeutic services were contracted from various hospitals.

Texas -- The State attributed the changes from 1994-95 to 1995-96 in settings to growth in its service system and to an increased emphasis on providing services in inclusive and natural environments.

Washington -- The State attributed the increase from 1994-95 to 1995-96 in early intervention classroom/center and outpatient service facility placements to increased school district participation in the Part C program. The State further noted that since it does not have a single statewide electronic system, the Part C lead agency must use a manual process to ensure that the data compiled from each of the three service systems -- Department of Health, Department of Social and Health Services, and Office of Superintendent of Public Instruction -- are unduplicated. In 1994-95, Washington's Infant Toddler Early Intervention Program provided Part C funds to enhance programs that had previously provided services under Chapter 1. This influx of funding resulted in additional providers reporting data on Tables 2 through 4. The State further noted that coordinated child find and increased funding have allowed more children and families to access early intervention services.

West Virginia -- The State indicated that the decrease from 1994-95 to 1995-96 in outpatient service facility placements was a result of efforts to provide more services at early intervention centers.

ACTIVITIES OF THE REGIONAL RESOURCE CENTERS

The Regional Resource and Federal Center Program assists State educational agencies (SEAs) in building their capacity to improve services for infants, toddlers, children, and youth with disabilities. The role of the six Regional Resource Centers (RRCs) is to provide advice and technical assistance to administrators and educators in SEAs, local educational agencies, and other appropriate public agencies. Information related to the activities conducted by the RRCs is included in each Annual Report.

The Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17) state that "National technical assistance, support, and dissemination activities are necessary to ensure that parts B (for preschool- and school-age children) and C (for infants and toddlers) are fully implemented and achieve quality early intervention, educational, and transitional results for children with disabilities and their families . . . . Parents, teachers, administrators, and related services personnel need technical assistance and information in a timely, coordinated, and accessible manner in order to improve early intervention, educational, and transitional services and results at the State and local levels for children with disabilities and their families." (§681(a)(1)(2)) With the need for technical assistance and dissemination of information clearly defined in the legislation, the Office of Special Education Programs' 35 funded projects that make up the Special Education Technical Assistance and Dissemination (TA&D) Network have spent the majority of their time since the reauthorization focusing upon acquainting their audiences and clients with the provisions and requirements of the IDEA Amendments of 1997. The newly reauthorized law is a powerful catalyst for ensuring improved results for infants, toddlers, children, and youth with disabilities and for equipping the families and professionals who are associated with them with the tools and understanding necessary for meeting their unique needs.

The Regional Resource and Federal Centers (RRFC) Network, which consists of six Regional Resource Centers (RRCs) and the coordinating Federal Resource Center (FRC), has worked to: (1) plan, facilitate, and evaluate OSEP's Implementation of IDEA Planning Meetings; (2) conduct regional sharing and State-specific planning sessions with State partnership teams to develop their State improvement plans; (3) work collaboratively to provide national and regional trainings and workshops on the changes/impacts of the IDEA Amendments of 1997 to regular educators and professionals working in an educational environment; (4) respond to information requests from State educational agencies (SEAs) and local educational agencies (LEAs) on a variety of IDEA topics, including transition, alternate assessment, individualized education programs (IEPs), discipline, expedited hearings, mediation, performance indicators, and reporting; and (5) develop within the RRFC network website modules, hotlinks, and searchable databases for any client to have immediate access to statutory, regulatory, and resource information to support implementation of IDEA. The FRC and RRCs regularly facilitate national conference calls with the six RRCs and other TA&D providers as well as regional calls with their States to assist OSEP in disseminating information regarding IDEA. The RRFC Network has been involved in the Improving America's Schools (IAS) conferences and has assisted Judith E. Heumann, Assistant Secretary, Office of Special Education and Rehabilitative Services (OSERS), Department of Education, in presenting the IDEA Amendments of 1997 to general educators. The FRC has worked to set up meetings at the national level on topics including State Improvement Grants (SIGs) and the OSEP monitoring process, while the RRCs have worked on the same IDEA implementation topics at a regional and/or State level.

The rest of this appendix gives brief descriptions of a wide variety of the technical assistance projects that are taking place nationwide. As readers will notice, these projects heavily emphasize the goals of the IDEA Amendments of 1997.

The five national clearinghouses have devoted resources to developing and disseminating publications on the IDEA Amendments of 1997. The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC-EC) has developed an eight-page synthesis of research on specific topics in special education. The first two issues of this publication, *Research Connections*, focused on School-wide Behavioral Management Systems (Fall 1997) and Statewide Assessment Programs (Spring 1998); one-page digests were also written to provide a brief overview of each topic.

The HEATH Resource Center, the national clearinghouse on postsecondary education for individuals with disabilities, recently updated two publications to reflect the IDEA Amendments of 1997--*1998 Financial Aid for Students with Disabilities* and *How to Choose a College: Guide for the Student with a Disability*. These offer logistical information about the transition process for students, parents, teachers, and counselors.

At the same time, the National Clearinghouse for Professions in Special Education (NCPSE), anticipating the need for greater numbers of qualified teaching professionals under the IDEA Amendments of 1997, increased the number of its products to encourage high school and undergraduate college students to pursue careers in special education and related services. NCPSE paid particular attention to over 2,200 high schools with student populations from diverse cultural and ethnic backgrounds. In its work with State directors of special education, NCPSE provided information on teacher preparation programs in each State, highlighting those programs that receive OSEP's personnel preparation grants.

The National Information Center for Children and Youth with Disabilities (NICHCY) in collaboration with the FRC and OSEP produced a training package entitled "The Individuals with Disabilities Education Act Amendments of 1997." The two-binder package has a curriculum binder with nearly 500 pages of background information, resources, handouts, and training scripts on the law and an overheads binder with a series of 145 overhead transparencies. Over 600 copies of this two-binder set have been distributed to agencies and organizations involved with special education, including parent training and information centers (PTIs), State departments of special education and Federal education officials. All of the overheads and most of the handouts are available in Spanish. NICHCY has also produced a 40-page publication that examines in detail the major changes that have taken place in the law as a result of reauthorization. This publication includes a side-by-side comparison of the old IDEA with the new IDEA Amendments of 1997.

The National Clearinghouse on Children who are Deaf-Blind (DB-LINK) has purchased and organized a collection of up-to-date materials on the new IDEA and special education law. Over the last year, DB-LINK published resource lists, both print and electronic, related to the new IDEA in two issues of *Deaf-Blind Perspectives*. In collaboration with NICHCY, DB-LINK distributed the NICHCY publication, *The IDEA Amendments of 1997*, at the National Conference on Deaf-Blindness and in a select mailing to all National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC) and State 307.11 coordinators. Further, DB-LINK staff conducted a survey of State projects as to the availability of materials related to alternate assessments.

The National Technical Assistance Center (NTAC) holds "Stakeholder's Meetings" with individual States to identify assistance needs for implementing the IDEA Amendments of 1997. Communication, transition, assistive technology, and professional development were mentioned most often in these meetings. NTAC is working to provide Government Performance and Results Act (GPRA) information to the States and to develop performance indicators specific to children and youth who are deaf-blind.

The National Early Childhood Technical Assistance System (NEC*TAS) has worked with OSEP to develop a briefing paper on the topic of natural environments for infants and toddlers and their families for States and communities. Also, NEC*TAS expanded its database of model early childhood projects on its web site to enable users to access information on effective practices. NEC*TAS has convened conference calls for State Part C and Section 619 coordinators on the changes made to IDEA in the reauthorization. TA and State program staff workgroups addressed two key areas in the preschool program: the funding formula and appropriate outcome measures

The Center for Special Education Finance (CSEF) addressed the fiscal provisions of IDEA by preparing and disseminating an article entitled "A Look at the Changes in the Finance Provisions for Grants to States Under the IDEA Amendments of 1997," featured in their Winter 1997-98 newsletter. CSEF is also working with OSEP to release an in-depth analysis of the changes in the finance provisions.

The Consortium on Inclusive Schooling Practices (CISP) works collaboratively to build the capacity of SEAs and LEAs to serve children and youth with and without disabilities in school and community settings. CISP recently published an Issue Brief reflecting the IDEA Amendments of 1997 entitled "Providing Accurate Placement Data on Students with Disabilities in General Education Settings."

Two projects have been funded to look at diverse populations, specifically to increase professional development from historically underrepresented groups and to encourage research on minority issues in special education. The Alliance Project works to enhance the capacities of Historically Black Colleges and Universities, tribally controlled colleges and other institutions of higher education whose enrollments include at least 25 percent of students who are members of underrepresented racial/ethnic groups. The Center of Minority Research in Special Education (COMRISE) works to build the capacity of faculty at minority institutions of higher education to engage in research on minority issues in special education.

Among the significant stakeholders affected by the new law are parents of children with disabilities. The Parents Engaged in Education Reform (PEER) project has produced two publications for parents on the IDEA Amendments of 1997 addressing the issues of assessment and accountability--*All Kids Count: Including Students with Disabilities in Statewide Assessment Programs* (March 1998), and a two-volume set (in collaboration with the National Center on Educational Outcomes (NCEO)), *Opening the Door to Education Reform, Volume I: Understanding Standards* and *Volume II: Understanding Educational Assessment and Accountability* (1997).

The Technical Assistance for Parent Programs (TAPP) project helped the 72 PTIs to increase their capacity to serve nearly 2 million families of children with disabilities in the implementation of IDEA. TAPP completed two major monographs for parents of children with disabilities--*Inherently Equal: An Inclusion Action Guide* and *Family Guide to Assistive Technology*.

The Technical Assistance Alliance for Parent Centers (the Alliance) helps the PTIs and Community Parent Resource Centers develop their leadership capacity through a coordinated national system of peer-based technical assistance in order to assist parents regarding the IDEA Amendments of 1997 and their impact on improving results for children and youth with disabilities. The Alliance also provides training to parents on the new law.

The National Center on Educational Outcomes (NCEO) responded to the 1997 Amendments' new emphasis on assessment and accountability for students with disabilities by holding an assessment workgroup meeting (January 1998) to examine issues and develop practical application papers for the new IDEA large-scale assessment requirements. NCEO will also host two technical assistance meetings. The first is to build capacity within existing RRCs and Comprehensive Centers to respond to requests for assistance in the development of inclusive assessment and accountability systems. The second is for special and general education State assessment teams charged with planning, developing, and implementing the States' alternate assessments. NCEO established an alternate assessment database for State personnel to enter their State's alternate assessment system and to view what other States are doing. NCEO responds directly to requests by States for training on the assessment mandates of the IDEA Amendments of 1997 and develops products and networks to support those efforts.

The Networking System for Training Educational Personnel (NSTEP) assists Comprehensive System for Personnel Development (CSPD) coordinators and other SEA staff to improve leadership skills necessary for developing self-sustaining, statewide, collaborative partnerships within a personnel development system that meets the diverse needs of all children. The IDEA Amendments of 1997 reiterate this priority through the State Improvement Grant program, where a majority of the funds must be used for CSPD.

The National Center to Improve Practice (NCIP) recently produced the sixth in its series of NCIP Video Profiles, entitled *Successful Science: Technology and Support for Students with Disabilities*. This video depicts elementary school students with a range of disabilities successfully participating in a standards-based science curriculum and shows how technology, media, and materials--supported by good instruction--promote their achievement. Judith Heumann introduces the video and compellingly explains why every student needs to be a successful science learner.

The Center to Link Urban Schools with Information and Support on Technology and Special Education (LINK•US) will help the Boston Public Schools and New York Community School District 15 consider the impact of and respond to the IDEA amendments relating to assistive technology and how technology can support students with disabilities to succeed in standards-based curricula and instruction.

The National Transition Alliance for Youth with Disabilities (NTA) has disseminated information about the IDEA Amendments of 1997 in its quarterly newsletter, the *ALLIANCE*. A recently prepared *LIAISON BULLETIN*, disseminated by the National Association of State Directors of Special Education (NASDSE), an NTA partner, details the new IDEA requirements on transition. The NTA collaborates with the National Transition Network (NTN) to provide technical assistance to States on the new provisions of the IDEA Amendments of 1997.

NTN has disseminated to State transition system change projects a side-by-side comparison of the IDEA statute and proposed regulations as well as an overview of the State program improvement grants. NTN is in the process of surveying States regarding their projected policy changes with respect to age of majority and statement of transition service needs at age 14, two new requirements of the law. Updates of *Parent Briefs*, *Policy Updates*, and a transition guide for States will occur once the regulations are finalized.

The National Center to Improve the Tools of Educators (NCITE) helps to create a marketplace demand for research-based tools that contribute to increased achievement by students with disabilities. NCITE has worked collaboratively with many organizations to expand the role of research-based practices in contributing to students with disabilities making progress in the general education curriculum. This collaborative group also works to ensure that the progress is being measured and reported to educators and parents reflecting the requirements of the IDEA Amendments of 1997.

The workscope of Project FORUM is heavily concentrated on topics related to the implementation of the IDEA Amendments of 1997. FORUM staff have recently planned and held a policy forum for OSEP to obtain input from the field on the content and design of the National Evaluation of the IDEA Amendments of 1997, the study mandated by Chapter 674 of the new law. A series of quick-turnaround reports are currently being developed and disseminated. These will provide brief, targeted information in areas such as developmental delay, paraprofessionals in special education, child find in private schools, home schooling, welfare reform, linking IEPs with the general education curriculum, and functional behavioral assessment in relation to the IDEA Amendments of 1997.

The Center for Effective Collaboration and Practice (CECP) has produced two sets of training materials for OSEP--one that focuses on the discipline provisions and positive behavior interventions, the other on the new IEP provisions. CECP has produced and disseminated a guide on positive behavior interventions and has conducted a study and drafted a report for OSEP and the Office of Safe and Drug Free Schools that focuses on how special education and regular education can collaborate to create positive schoolwide environments that work for all students, including those with disabilities.

In accordance with the IDEA Amendments of 1997--which strengthened the linkages among IDEA-funded research, technical assistance and dissemination, local education practices, and student outcomes--the Elementary and Middle Schools Technical Assistance Center (EMSTAC) seeks to meet the technical assistance needs of elementary and middle schools while developing a comprehensive national model of technical assistance. This approach to technical assistance will improve the transfer and use of research-based knowledge by LEAs and build the capacity of LEAs to effectively access and employ research-based knowledge.

With a particular focus on the challenges to schools in urban settings, the National Institute for Urban School Improvement (NIUSI) devotes resources to providing LEAs with tools for moving existing theory and research about inclusion into practical, systemic, educational reform initiatives. The Institute will continue to strengthen and inform national networks of those committed to improving educational results for children and youth with disabilities in urban schools in accordance with the IDEA Amendments of 1997.

The TA&D Network has a wide variety of projects. Each is working to ensure that the IDEA Amendments of 1997 are implemented through clear, accurate, timely, and coordinated technical assistance and with dissemination of information that can be used to improve results for infants, toddlers, children and youth with disabilities. Contact information for the projects mentioned here can be obtained through the Federal Resource Center for Special Education by calling (202) 884-8215 or by visiting the FRC's website at www.dssc.org/frc. In addition, contact information for all the regional resource centers and the FRC can be found in table B-1.

Table B-1
Regional Resource Centers (RRC) and Federal Resource Center (FRC) Programs

	States Served
Region 1: H028A30002 **Edward Wilkens, Director** **Northeast RRC (NERRC)** Trinity College of Vermont, McAuley Hall 208 Colchester Avenue Burlington, VT 05401-1496 Telephone: (802) 658-5036 FAX: (802) 658-7435 TTY: (802) 860-1428 E-Mail: NERRC@aol.com WEB: http://www.interact.uoregon.edu/wrrc/nerrc/index.htm	Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont
Region 2: H028A30008 **Kenneth Olsen, Director** **Midsouth RRC (MSRRC)** Human Development Institute University of Kentucky 126 Mineral Industries Building Lexington, KY 40506-0051 Telephone: (606) 257-4921 FAX: (606) 257-4353 TTY: (606) 257-2903 E-Mail: MSRRC@ihdi.ihdi.uky.edu WEB: http://www.ihdi.uky.edu/projects/MSRRC/index.html	Delaware, District of Columbia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Region 3: H028A30005 **James Wright, Director** **Southeast RRC (SERRC)** Auburn University Montgomery School of Education P.O. Box 244023 Montgomery, AL 36124 Telephone: (334) 244-3879 FAX: (334) 244-3835 No TTY Line E-Mail: jwright@edla.aum.edu WEB: http://www.fau.edu/divdept/sarrc/	Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma, Texas, Puerto Rico, Virgin Islands

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Table B-1 (cont'd)

	States Served
Region 4: H028A30004 **Larry Magliocca, Director** **Great Lakes Area RRC (GLARRC)** Center for Special Needs Populations The Ohio State University 700 Ackerman Road, Suite 440 Columbus, OH 43202 Telephone: (614) 447-0844 FAX: (614) 447-9043 TTY: (614) 447-8776 E-Mail: marshall.76@osu.edu WEB: http://www.csnp.ohio-state.edu/glarrc.htm	Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, Wisconsin
Region 5: H028A30009 **John Copenhaver, Director** **Mountain Plains RRC (MPRRC)** Utah State University 1780 North Research Parkway Suite 112 Logan, UT 84341 Telephone: (435) 752-0238 FAX: (435) 753-9750 TTY: (435) 753-9750 E-Mail: cope@cc.usu.edu WEB: http://www.usu.edu/~mprrc/ MPRRC, Drake University 2507 University Des Moines, IA 50311 Telephone: (515) 271-3936 FAX: (515) 271-4185 E-Mail: Gary_Dannenbring@drake.edu	Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming, Bureau of Indian Affairs

Table B-1 (cont'd)

	States Served
Region 6: H028A30003 **Richard Zeller, Director** **Western RRC (WRRC)** 1268 University of Oregon Eugene, OR 97403-1268 Telephone: (541) 346-5641 FAX: (541) 346-5639 TTY: (541) 346-0367 E-Mail: richard_zeller@ccmail.uoregon.edu WEB: http://interact.uoregon.edu/wrrc/wrrc.html	Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands and the Republic of Palau
Federal Resource Center: HS93033001 **Carol Valdivieso, Director** **Federal Resource Center** Academy for Educational Development 1875 Connecticut Avenue, N.W., Suite 900 Washington, D.C. 20009 Telephone: (202) 884-8215 FAX: (202) 884-8443 TTY: (202) 884-8200 E-Mail: frc@aed.org WEB: http://www.dssc.org/frc/	

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